

FACILITATOR'S GUIDE

It's My History, Too!

My History, Our Future
A self-advocacy training program
for youth and adults with disabilities
& ally training program for their
supporters



EASY READING



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**Self-advocacy gives
you the skills and
confidence to make
choices in your life.**

- Vecova

Introduction

My History, Our Future is a video-based training program created for youth and adults with developmental disabilities to learn how to be self-advocates and for their allies to learn how to best support self-advocacy. Self-advocacy is an important life skill necessary for citizenship and leading a meaningful life. Allies are support workers, relatives, friends or other members of an individual's "circle of support" who help facilitate self-advocacy.

This self-advocacy program is unique in that it teaches participants about the history of Alberta's disability community and the important work of key advocates in shaping what Alberta is today.

This program is presented in plain language. Plain language allows individuals who have trouble reading to gain a better understanding of the topics presented.

It is learner-centred to respond to the learning styles and needs of individuals with disabilities and is based on the principles of foundational learning. The program is intended to support person-centred planning by enhancing the skills and abilities of persons with disabilities to develop their Individual Service or Education Plans.

My History, Our Future is split into two streams:

1. The self-advocacy training program
2. The ally training program.

These complementary programs teach self-advocacy knowledge and skills and provide helpful tips for supporting self-advocacy, respectively. Participants develop self-advocacy skills through practical, hands-on activities.



**This Facilitator's Guide
contains 27 units**

**19 units are for
self-advocates**

**8 units are for allies of self-
advocates.**



Emphasis is placed on making, planning, working towards and reflecting on self-advocacy goals. In Unit 6, participants are expected to choose a self-advocacy goal that they will work on throughout the duration of My History, Our Future and beyond. Working on their self-advocacy goal is, therefore, an ongoing activity that demonstrates their self-advocacy skills in action.

After the program, we encourage peer training — for participants to teach their peers how to be self-advocates too (Unit 15). By enhancing the self-advocacy skills of individuals with disabilities and the skills of their allies in supporting self-advocacy, the program's fundamental intent is to strengthen the leadership capacity of the disability community.

My History, Our Future consists of:

- **A set of instructional videos**

The instructional videos guide learners and their supporters through the learning units. The instructional videos present the 18 units for self-advocates and the 9 units for allies in easy-to-follow lesson plans.

- **Pre/post-tests**

These will help self-advocates and allies to evaluate the self-advocacy skills and skills for supporting self-advocacy that they have learned in the program.

- **A self-advocacy passport for participants with disabilities (participant activity workbook)**

The self-advocacy passport features practical activities to apply the knowledge and self-advocacy skills that the instructional video teaches. The activities included in the self-advocacy passport are intended to suit multiple learning styles and levels. Activities are a combination of short answer, fill in the blanks, circle your answers, demonstration and role play, and drawing activities. Learners are encouraged to engage in the activities using a format that best suits their learning needs (e.g., write, talk about or express their answers in drawings, etc.).

- **A supporting self-advocacy passport for allies (ally activity workbook).**

The supporting self-advocacy passport features practical activities to apply the knowledge and ally skills that the instructional video teaches.

- **A facilitator's guide.**

This facilitator's guide was created for use with the instructional video, train-the-trainer tutorial, self-advocacy passport and supporting self-advocacy passport. The facilitator's guide is just that, a guideline. While the instructional video acts as the program facilitator leading participants and their supporters through the learning units, the facilitator's guide contains the complete training program content in written form along with workbook activity answer keys. Following each unit is a comments section to track participants' progress with the material. An information letter about the program and a suggested icebreaker activity are provided in Supplementary Sheet 1 and 2 of the Appendix.

As self-advocacy is an empowering topic, it is important to keep an eye on the mood of the learners to make discussions and activities an enthusiastic, positive and rewarding experience.

- **A train-the-trainer video on how to use the training program.**

The train-the-trainer video provides simple instructions on how to effectively use the training program with youth and adult learners with disabilities and their supporters.



How to Use My History, Our Future

The My History, Our Future self-advocacy training program is designed for a small group (1 facilitator with 1-3 learners with disabilities).

Facilitators should begin by viewing the train-the-trainer video, following along with the facilitator's guide. Once you are familiar with the program, complete all 18 units with learners, working through all of the activities in the self-advocacy passport.



The instructional video for each unit provides the content. The information presented in the videos is also presented in the facilitator's guide for your reference. Each video will go through the unit content and prompt you when it is time to do the activity associated with that content. The video narrator will ask you to pause the video to give learners the chance to complete the activity. Re-start the video again to continue with the unit.

To get the most out of this program, consider working through the units many times and at the learner's own pace. The time suggested for each unit is the minimum amount of time that it will likely take to complete. It is the responsibility of the facilitator to generate discussion among learners and guide learning activities when assistance is needed. To ensure the key messages about self-advocacy are understood, it is important to work through the activities in the self-advocacy passport so the learners have a chance to think for themselves and apply the knowledge they are learning.

The My History, Our Future ally training program may be completed independently or in a group setting. Likewise, begin by viewing the train-the-trainer video, following along with the facilitator's guide. Once you are familiar with the program, complete all 9 learning units with allies, working through all of the activities in the supporting self-advocacy passport.

While we strongly encourage learners and allies to complete the entire training program, learners may pick and choose units that complement school curricula, the professional development of agency staff or learners' needs and goals, and focus on particular topics of interest related to self-advocacy and supporting self-advocacy.

In the facilitator's guide, you will notice 6 icons to help guide you through each unit, as seen in the sidebar. Each icon is associated with a different feature of the facilitator's guide as described.

Evaluation of Progress

You will likely want to know if your group is learning and retaining the information from each unit. An evaluation component is included in the program. There is a pre-test and post-test included in the activity workbooks. In addition, each activity tests what your learners have learned in that section of the program.

Tips on Facilitating and Monitoring Sensitive Discussions

My History, Our Future may contain some sensitive topics. Some learners may have had personal experiences that will affect their comfort level. Their religious, cultural and social backgrounds can also inform their attitudes. If such issues are raised during a discussion, try to address and be respectful of them. Let the learners set the tone of the discussion. If they want to talk about more personal issues, allow them to do so. Otherwise, keep things light-hearted while respecting how serious the topic is.

As a facilitator, it is your job to monitor the discussions to ensure that everyone follows the ground rules that will be set in the first unit. Gently remind the learners of the ground rules. If a rule has been broken, point out the behaviour and ways to correct it. This ensures that you are not embarrassing anyone, but are expecting appropriate behaviour in the group.

Tip



Suggestions for adapting the material as needed.

Note



Important information about the unit.

Multimedia



Activities using multimedia formats.

Writing Activity



Description of an activity involving a written component.

Discussion



Questions and material provided to engage learners in a discussion.

Role Play



Description of an activity involving learners acting out different situations and practicing skills.

How to Handle Sensitive Disclosures

If a learner discloses an abusive or dangerous situation during a group discussion, do not ignore it or try to move past it—credit them for being brave and speaking up. Acknowledge the disclosure and ask the group if others have had a similar experience or can relate. This helps to foster the group dynamics and provides support to the person who spoke up. If it is a sensitive disclosure that you think should be addressed privately, then acknowledge the disclosure and suggest to talk more about it after the session.



Depending on the nature of the disclosure, you may have a duty to report it to certain authorities to ensure that the person and others involved are safe. For example, in Alberta, if a child or dependent adult discloses being abused, the supporter has a duty to report the incident to Child and Family Services for investigation to ensure the individual is kept safe. Furthermore, if a person reports immediate plans to hurt themselves or others, you have a duty to call the police or a crisis centre to intervene and make sure the person is safe.



Disclosures may happen during or directly after a discussion. They may even happen weeks or months later. As the facilitator, you should be prepared to provide support that is within your capabilities. If you are not qualified or able to provide the support needed, or if the person requires services outside of your expertise, let them know that they will need to speak to another professional. Tell them that there are many types of support and places to get help, and that you are willing to help them find the kind of support that is right for them.

In the first session, before you cover any material, be sure to inform the individuals in your group about your expectations. This ensures that the learners are aware of your expectations and can make an informed choice about what they share and what they do not share in the group.

Program Summary

Activity	Page	Suggested Time	Learning Goals
Self-Advocacy Training Program			
Activity 1.1 Pre-Test	22	15 minutes	<ul style="list-style-type: none"> Learners will learn about themselves and what they know about self-advocacy
Activity 2.1 Self-Advocacy 101 worksheet	25	10 minutes	<ul style="list-style-type: none"> Understand what self-advocacy is and why it is important
Activity 2.2 What is Self-Advocacy?	26	10 minutes	<ul style="list-style-type: none"> Reinforce self-advocacy concepts through real life situations
Activity 2.3 My Self-Advocacy worksheet	27	5 minutes	<ul style="list-style-type: none"> Understand the self-advocacy role and activities
Activity 3.1 What Does Self Advocacy Look Like? worksheet	29	5 minutes	<ul style="list-style-type: none"> Understand activities that are related to self-advocacy
Activity 3.2 My Circle of Support worksheet	30	10 minutes	<ul style="list-style-type: none"> Understand people in their circle of support and know who can be allies to support their self-advocacy
Activity 4.1 About Me worksheet	33	5 minutes	<ul style="list-style-type: none"> Identify strengths, weaknesses, preferences and needs
Activity 4.2 Labels worksheet	34	10 minutes	<ul style="list-style-type: none"> Understand what labels are Understand how labels can make people feel

Activity	Page	Suggested Time	Learning Goals
Activity 5.1 My Rights worksheet	39	10 minutes	<ul style="list-style-type: none"> Understand some of their basic rights and responsibilities
Activity 6.1 Short-Term and Long-Term Goals worksheet	42	10 minutes	<ul style="list-style-type: none"> Understand what short-term and long-term goals are
Activity 6.2 Brainstorm My Goals worksheet	44	10 minutes	<ul style="list-style-type: none"> Understand how to brainstorm Know what some self-advocacy goals are
Activity 6.3 Plan My Goal worksheet	44	15 minutes	<ul style="list-style-type: none"> Choose one self-advocacy goal and understand some of the activities that need to be done to reach that goal
Activity 6.4 My Goal Prep worksheet	45	20 minutes	<ul style="list-style-type: none"> Understand how to plan for and reach a goal
Activity 6.5 Review My Goal worksheet	46	10 minutes	<ul style="list-style-type: none"> Understand the need to continue looking at goals and review how close to completion that goal is Understand that if the goal is not met within the deadline, that it is ok to revise the goal or extend the deadline to continue working towards that goal
Activity 7.1 Kinds of Communication worksheet	53	15 minutes	<ul style="list-style-type: none"> Understand the different types of communication and what they look like

Activity	Page	Suggested Time	Learning Goals
Activity 7.2 Body Language demonstration	55	10 minutes	<ul style="list-style-type: none"> Understand how to use body language
Activity 7.3 Communication Styles roleplay	56	10 minutes	<ul style="list-style-type: none"> Understand how to use different tones of voice
Activity 8.1 My Story Topic worksheet	60	10 minutes	<ul style="list-style-type: none"> Understand how to choose a topic for a story to tell
Activity 8.2 Self-Advocates Tell Their Stories	61	10 minutes	<ul style="list-style-type: none"> Learn about other people's self-advocacy Learn how other people tell their stories
Activity 9.1 Public Speaking worksheet	65	10 minutes	<ul style="list-style-type: none"> Understand how to set up a presentation Learn tips to improve their presentation
Activity 9.2 Self-Advocates Present Their Stories	66	10 minutes	<ul style="list-style-type: none"> Gain a better understanding of public speaking by hearing other self-advocates' stories
Activity 10.1 Write My Story worksheet	70	15 minutes	<ul style="list-style-type: none"> Understand how to write a story
Activity 10.2 A 30-Second presentation	73	20 minutes	<ul style="list-style-type: none"> Understand how to prepare for a presentation Understand how to make a presentation

Activity	Page	Suggested Time	Learning Goals
Activity 11.1 What is History? worksheet	78	10 minutes	<ul style="list-style-type: none"> • Understand what history is • Understand how past events are important for self-advocacy
Activity 12.1 Life in Institutions worksheet	82	5 minutes	<ul style="list-style-type: none"> • Understand when people with developmental disabilities lived in institutions • Understand why people with disabilities lived in institutions • Know what the institutions in Alberta were
Activity 12.2 Leilani Muir's Story worksheet	85	10 minutes	<ul style="list-style-type: none"> • Understand who Leilani Muir is and what she faced • Understand how she is important to the history of people with disabilities in Alberta
Activity 13.1 Winnifred Stewart and Christine Meikle's Story worksheet	88	10 minutes	<ul style="list-style-type: none"> • Know when community schools were first built to children with disabilities in Alberta • Know who led the way in building these community schools • Understand why community schools were built • Know what the first community schools were • Understand how Winnifred Stewart and Christine Meikle are important to the history of people with disabilities in Alberta

Activity	Page	Suggested Time	Learning Goals
Activity 14.1 Community Living worksheet	92	5 minutes	<ul style="list-style-type: none"> • Know when people with disabilities in Alberta first moved out of institutions to live in the community • Understand why community living is a good thing • Know two of the first programs set up by community disability agencies
Activity 14.2 History of Self-Advocacy in Alberta worksheet	94	5 minutes	<ul style="list-style-type: none"> • Understand what problem the first self-advocates faced • Know when this issue happened and understand why it was a problem • Understand who self-advocates are • Understand how self-advocates are important to the history of people with disabilities in Alberta
Activity 15.1 Peer Training worksheet	101	5 minutes	<ul style="list-style-type: none"> • Understand what peer training is • Understand how to help others be self-advocates
Activity 16.1 Self-Advocacy Groups worksheet	106	5 minutes	<ul style="list-style-type: none"> • Understand what a self-advocacy group is • Understand what self-advocacy groups do • Understand some of the rules self-advocacy groups have • Know some of the self-advocacy groups in Alberta

Activity	Page	Suggested Time	Learning Goals
Activity 17.1 Art as Self-Advocacy worksheet	110	15 minutes	<ul style="list-style-type: none"> • Understand what disability and mixed ability arts groups are • Understand how making art is a form of self-advocacy • Know what different types of arts there are • Know some of the disability and mixed ability arts groups in Alberta
Activity 18.1 Post-Test	113	15 minutes	<ul style="list-style-type: none"> • Understand what has been learned throughout the program
Activity 18.2 Compare Pre/Post-Test	114	15 minutes	<ul style="list-style-type: none"> • Understand how much they have learned throughout the program
Ally Training Program			
Activity 19.1 Pre-Test	120	10 minutes	<ul style="list-style-type: none"> • Learners will discover what they already know about supporting self-advocates.
Activity 20.1 What is Self-Advocacy worksheet	124	5 minutes	<ul style="list-style-type: none"> • Understand what self-advocacy is • Understand some of the important issues for self-advocates • Understand what can be achieved through self-advocacy • Understand why it is important to support self-advocacy
Activity 21.1 My Role as an Ally worksheet	130	5 minutes	<ul style="list-style-type: none"> • Understand what an ally is • Understand what good support is

Activity	Page	Suggested Time	Learning Goals
Activity 21.2 My Ally Support Plan	132	5 minutes	<ul style="list-style-type: none"> Understand what they can do for the person they support
Activity 22.1 Being an Ally worksheet	135	5 minutes	<ul style="list-style-type: none"> Understand how to support a self-advocate without overstepping the ally role
Activity 23.1 Communication Challenges worksheet	139	10 minutes	<ul style="list-style-type: none"> Understand what an interpreter does Understand different forms of non-verbal communication Understand how an interpreter can assist individuals to communicate
Activity 24.1 Label Cans Not People	142	15 minutes	<ul style="list-style-type: none"> Understand how labels make people feel Understand how being in an advantaged group leads to more power over the disadvantaged group
Activity 25.1 Decision Making and Problem Solving worksheet	145	15 minutes	<ul style="list-style-type: none"> Understand problem solving and decision making Understand how to support problem solving and decision making
Activity 26.1 Supporting Goal Achievement worksheet	149	15 minutes	<ul style="list-style-type: none"> Understand how to support individuals to make, plan, track and review their goals
Activity 27.1 Post-Test	151	15 minutes	<ul style="list-style-type: none"> Understand what has been learned throughout the program
Activity 27.2 Pre/Post-Test Comparison	152	15 minutes	<ul style="list-style-type: none"> Understand how much they have learned throughout the program

**People with disabilities
have the right to live and
belong in the community
like everyone else.**

- Vecova

Step 3. Discuss the Ground Rules**Suggested time:** 10 minutes

Before beginning any discussion, it is important to set group rules about appropriate behavior and what is needed to make the environment safe and respectful so that everyone feels comfortable to share and participate.

Explain that:

- Some people may have had negative experiences with some of the topics you'll be talking about, and everyone needs to be sensitive to those experiences and feelings
- What group members say in the discussion is private and should not be shared with others
- Some of the topics can be a tough to talk about or learn about
- Some people may feel upset after learning about some of the topics; encourage anyone who does feel upset to talk to the facilitator after the program.

Have the learners brainstorm a list of ground rules. Some suggested ground rules can include that group members:

- Will not interrupt one another
- Will listen respectfully when someone is speaking
- Will not insult others, laugh at them or make them feel bad for something they have said or done
- Will only tell their own story – not someone else's story
- Do not have to talk if they do not want to
- Need to participate in the activities in some way (i.e., group members need to be an active part of the group)
- Will respect each other's time (i.e., policy on lateness or not showing up).

**Tip**

At this time, get a feel for the group. This will help you decide how to deliver the content so that it suits the needs of the group.



Ask the learners what they think can happen if they do not follow these ground rules. Discuss the consequences of their actions.

Step 4. Discuss Privacy for the Group

Suggested time: 5-10 minutes

It is important to talk about the privacy of what is shared in the group and establish rules to make sure everyone is clear on the expectations of privacy and the limits to keeping their privacy.

Explain to the learners that:

- It is expected that no one will share what happened in the group with other people or other group members outside of group time; this is to make sure that everyone can safely share their experiences in a trusting and respectful environment
- You (the facilitator) cannot guarantee that other group members will not talk outside of the group about group-related activities
- It is important to emphasize that each person has a right to feel comfortable and safe in this group environment.

You will not share their information to anyone without a good reason. A good reason can be:

- A group member tells you they plan on hurting themselves
- A group member tells you they plan on hurting others
- If a group member is under 18 years old or considered a dependent adult, and they tell you they are being abused or neglected
- A group member shares definitive knowledge of a child (under 18 years of age) or dependent adult being abused.



**Self-advocacy is an
important life skill.**

- Vecova



Self-Advocacy Program

Part 1: What is Self-Advocacy?

Contents

Part 1 of My History, Our Future includes 6 units:

1. Unit 1: Introduction and Pre-Test
2. Unit 2: What is Self-Advocacy?
3. Unit 3: What Does Self-Advocacy Look Like?
Who Can Support Self-Advocacy?
4. Unit 4: Knowing Your-Self
5. Unit 5: Knowing Your Rights
6. Unit 6: Make, Plan, Track and Review Goals



**Self-advocacy is about
being a leader to other
people with disabilities.**

- Vecova

**Activity 1.1 Pre-Test**

Suggested time: 15 minutes

Learning goals:

- Learners will learn about themselves and what they know about self-advocacy.

Instructions:

1. Play the Unit 1 Instructional Video, pausing where asked.
2. Have learners turn to page 10 of their activity workbook and complete the pre-test, helping learners through each question, reading them if your participants need the extra help.
3. Once learners have completed the pre-test, have them count the number of responses in each column and write the number in the last row.

Comments and Reflection

Use the space below for comments or reflection on the learners' progress on Unit 1 concepts.

Issues that are important to self-advocates

Self-advocates speak up and work hard to make sure people with disabilities have:

- A good quality of life
- A nice place to live
- A job that they like
- Good quality education
- Supportive family and friends
- The right to love and have intimate relationships
- The right to have children and a family of their own
- Good support workers and services that meet their needs
- Enough money to live a comfortable life
- Activities that they enjoy and make their life meaningful
- A way to get around their community or accessible transportation
- A sense of independence and belonging in their community
- Pride in themselves and celebrate their accomplishments.



What can you do through self-advocacy?

By self-advocating, you can do many things. You can make sure you get what you need in life to live a quality life.

Let's talk about two examples.

Example 1: Advocating for affordable transportation

A group in Calgary called Fair Fares came together to advocate for a low-income transit pass from Calgary Transit. Through letter writing, petitions and meetings with City Hall, in August 2005, Calgary Transit introduced the low-income transit pass which allows people on AISH to pay a reduced rate for a monthly pass.

Example 2: Choosing what to eat

Sometimes even in your home you have to advocate. Sometimes family, friends and support staff think they know what is best for you, but it is important to speak up for yourself and let them know what you want. If you decide that you want to be a vegetarian and do not want to eat meat, but all the other people living in your house do, then you have to speak up so that everyone knows that you do not want to eat meat anymore. Choosing what you eat is an important part of living a quality life.



Activity 2.1 Self-Advocacy 101 worksheet

Suggested time: 10 minutes

Learning goals:

- Understand what self-advocacy is
- Understand why self-advocacy is important

Instructions:

1. Play the Unit 2 Instructional Video, pausing where asked.
2. Have learners turn to page 14 in their activity workbook and complete the activity.



Note

Knowing your learners' skills will inform how you choose and run your activities. Activities don't have to be independent written activities.

Answer key:

1. What is self-advocacy?

Speaking up for yourself and making decisions so that you get what you need in life and your rights are respected. Speaking up for others who have a disability.

2. Why is self-advocacy important?

(a) you can make decisions about your life, (b) you can make sure your rights are being respected and (c) you can make a positive difference in the lives of others.

**Activity 2.2 What is Self-Advocacy?**

Suggested time: 10 minutes

Learning goals:

- Reinforce self-advocacy concepts through real life situations

Instructions:

1. Continue playing the Unit 2 Instructional Video, pausing where asked.
2. Have learners turn to page 15 in their activity workbook, and discuss the questions with them and any comments learners may have.

Answer key:

1. How do the self-advocates in the video define self-advocacy?

Helping people, changing what people think, sticking up for yourself, standing up for yourself to get what you need and speaking up for your rights.



2. Why did they think self-advocacy was important?

To make a great life for yourself and others, to be able to do things for yourself and be independent.

3. What did they mean by disability pride?

Not being afraid to say you have a disability, being accepted for who you are and feeling good about yourself.

4. What issues were important to them?

Being able to have the things they need to have a good life, a good education, a good place to live, friends, being creative, being valued, having more money to live on (AISH), loneliness, employment/jobs, accessible transportation and bullying.



Activity 2.3 My Self-Advocacy worksheet

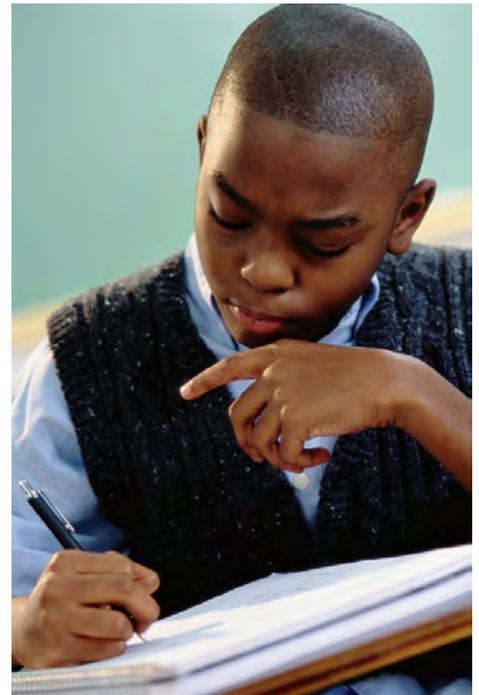
Suggested time: 5 minutes

Learning goals:

- Understand the self-advocacy role and activities

Instructions:

1. Continue playing the Unit 2 Instructional Video, pausing where asked.
2. Have learners turn to page 16 of their activity workbook and complete the activity. They should describe a situation when they acted as a self-advocate or when they spoke up for themselves.



**Comments and
Reflection**

Use the space below for comments or reflection on the learners' progress on Unit 2 concepts.

Instructions:

1. Play the Unit 3 Instructional Video, pausing where asked.
2. Have learners turn to page 18 of their activity workbook and complete the activity.
3. Discuss their responses.

Step 2: Allies Can Help Advocate

Self-advocacy does not mean you have to do everything yourself. You can ask others for help. The people you trust can help you with your self-advocacy.

Ally

A person who can help you advocate for yourself.



It is important to view allies as people who will help you reach your self-advocacy goals; allies do not achieve your goals for you. You still need to be the person responsible, who takes action and is in control of your activities.

**Activity 3.2 My Circle of Support worksheet**

Suggested time: 10 minutes

Learning goals:

- Understand people in their circle of support and know who can be allies to support their self-advocacy

Instructions:

1. Continue playing the Unit 3 Instructional Video.
2. Explain to learners what a circle of support is and the type of people who may be in their circle of support.

Circle of support

The people in your life who you trust and who support you.

3. Have learners turn to page 19 of their activity workbook and complete the activity.

Comments and Reflection

Use the space below for comments or reflection on the learners' progress on Unit 3 concepts.

**It's important to know
yourself so you can tell
others what you want.**

- Vecova



Step 2. Labels**Labels**

You describe someone or something in a word or short sentence.

There are a lot of ways that people can be defined or labelled. One example of a label is having a disability. As a person with a disability, you belong to a group of individuals who have been labelled as having a disability. Often, people who belong to a group have things in common, but they are also different and unique. It is important to remember that every person is different, even if they have a label.

There are many other ways that people can be labelled. Here are some other examples: male or female, youth or adult, young or old, your cultural background, your religion, short or tall, employed or unemployed.

**Activity 4.2 Labels worksheet**

Suggested time: 10 minutes

Learning goals:

- Understand what labels are
- Understand how labels can make people feel

Instructions:

1. Continue playing the Unit 4 Instructional Video.
2. Have learners turn to page 24 in their activity workbook and complete the activity.



**Comments and
Reflection**

Use the space below for comments or reflection on the learners' progress on Unit 4 concepts.

**In Canada, we have the
Charter of Rights and
Freedoms.**

- Vecova

- **Freedom of peaceful assembly**

This means we are free to gather with other people in a peaceful way.

- **Mobility rights**

This means we are free to live and work anywhere in Canada.

- **Freedom from discrimination**

This means we are free from mistreatment based on disability, gender, race, ethnicity, culture, religion, age and sexuality. People should not treat others differently or badly because they have a disability. Every person should be treated equally and with respect.



Step 2. Knowing Your Responsibilities

Responsibilities

Duties or actions that every person is trusted to do.

As Canadian citizens we have many basic responsibilities like:

- **Obeying the law**

- **Taking responsibility for oneself and one's family**

This means working hard within one's abilities so we can take care of our family.

- **Serving on a jury**

This means sitting on a board in court and deciding if a person is guilty or not guilty of a crime.

- **Voting in elections in your town or city, your province or at the national level**

This means choosing politicians who best represent our interests in government. By voting, we take part in politics and decide which people are in our government.

- **Helping others in the community**

This means helping people in need or volunteering for a good cause. Volunteering is a good way to learn useful skills, meet new people and make new friends.

- **Protecting and enjoying our heritage and environment**

This means not wasting things like water, food and electricity, or polluting the environment. We can help protect nature, our communities and buildings so that future generations can enjoy them.



Activity 5.1 My Rights worksheet

Suggested time: 10 minutes

Learning goals:

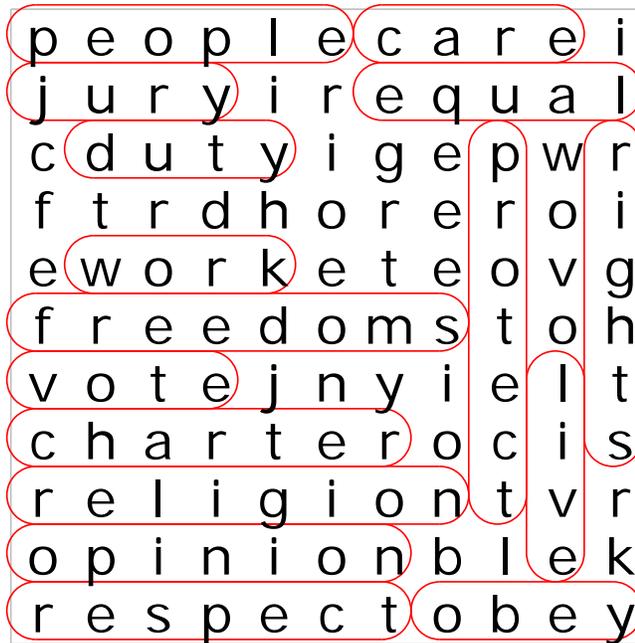
- Understand some of their basic rights and responsibilities

Instructions:

1. Play the Unit 5 Instructional Video, pausing where asked.
2. Have learners turn to page 28 in their activity workbook and complete the word search on rights and responsibilities.



Answer key:



Comments and Reflection

Use the space below for comments or reflection on the learners' progress on Unit 5 concepts.

Some goals take a long time to reach; others you can reach right away.

Long-term goals

Things you want to do in the future.

Short-term goals

Things that you can do now.



Another word for goal is dream. Dreams usually take a long time to achieve. This is why a dream is a long-term goal. Dreams can be broken down into smaller doable steps that take less time to reach. These smaller steps are called short-term goals. Short-term goals are easier to achieve and move you closer to reaching your dream.



Activity 6.1 Short-Term and Long-Term Goals worksheet

Suggested time: 10 minutes

Learning goals:

- Understand what short-term and long-term goals are

Instructions:

1. Play the Unit 6 Instructional Video, pausing where asked.
2. Have learners turn to page 30 in their activity workbook and complete the activity.

Step 2. Brainstorming Self-Advocacy Goals

Self-advocacy goals

Things you want to learn or do through self-advocacy.

By making a self-advocacy goal, you will work hard to accomplish something new and develop your skills. By working on a self-advocacy goal, you will build your self-confidence as you get closer to reaching your goal.

Think of your self-advocacy goal as a project — what do you want to do as a self-advocate? Some examples of self-advocacy goals are:

- Joining a self-advocacy group or advocacy group in the community on an issue that is important to you
- Making a presentation to others about why labelling people with disabilities is unfair
- Writing a letter to the government about your concerns
- Learning about candidates in your area and voting in an election
- Teaching a friend how to be a self-advocate
- Making a painting or video about your life experiences or about an issue that is important to you
- Joining an art, drama or dance group and making art about an issue that is important to you
- Telling an interesting story about your life to an audience



**Activity 6.2 Brainstorm My Goals worksheet**

Suggested time: 10 minutes

Learning goals:

- Understand how to brainstorm
- Know what some self-advocacy goals are

Instructions:

1. Continue playing the Unit 6 Instructional Video, again pausing where asked.
2. Have learners turn to page 31 in their activity workbook. Go through the information in the workbook about what brainstorming is and self-advocacy goals.
3. Have learners complete the activity.

**Step 3. Planning a Self-Advocacy Goal**

Now that everyone has made a self-advocacy goal, the next step is to make a plan. When you make a plan you break up your goal into small, do-able steps. Think of the different steps as stairs that you need to climb to get to the top. With each step, you get a little closer to reaching your goal.

**Activity 6.3 Plan My Goal worksheet**

Suggested time: 15 minutes

Learning goals:

- Choose one self-advocacy goal and understand some of the activities that need to be done to reach that goal

Instructions:

1. Continue playing the Unit 6 Instructional Video, again pausing where asked.
2. Have learners turn to page 32 in their activity workbook and complete the activity.

Step 4. Preparing and Tracking Self-Advocacy Goals

After you think of the activities needed to reach your self-advocacy goal, it is time to put the activities in order. Which activity should you do first, second, third, etc.? Next, it is important to assign a deadline for when you want to finish each activity. By setting deadlines, you can figure out how long it will take for you to reach your goal. Deadlines also keep you focused on working hard until you finish each activity.

**Activity 6.4 My Goal Prep worksheet**

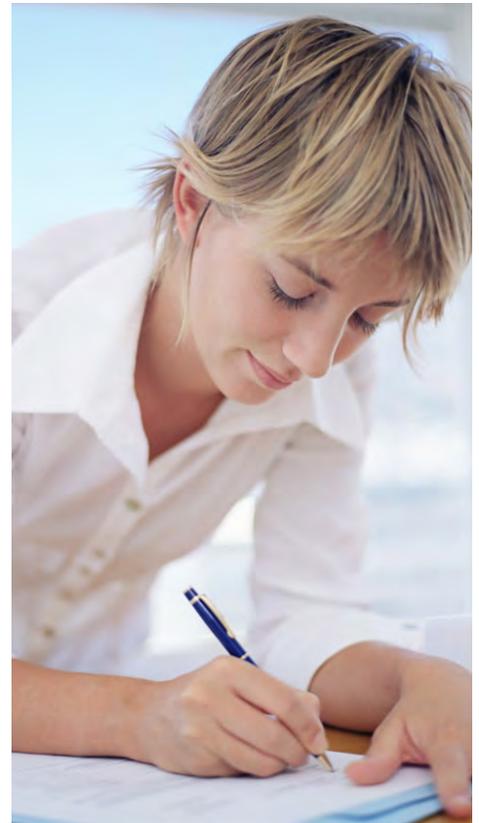
Suggested time: 20 minutes

Learning goals:

- Understand how to plan for and reach a goal

Instructions:

1. Continue playing the Unit 6 Instructional Video, again pausing where asked.
2. Have learners turn to page 33 in their activity workbook and go through the information for the activity.
3. Have learners work with their partner to complete the activity.



Step 5. Reviewing Goals

Now it is important to look back on your goal. Even if you did not reach your self-advocacy goal, it is important to look back on your experience. You have learned something about yourself that will help you in the future. Don't worry, you can try again or choose a different self-advocacy goal to work on. Stay positive and keep working hard! Self-advocacy takes time and practice.



Activity 6.5 Review My Goal worksheet

Suggested time: 10 minutes

Learning goals:

- Understand the need to continue looking at goals and review how close to completion that goal is
- Understand that if the goal is not met or not met within the deadline, that it is ok to revise the goal or extend the deadline to continue working towards the goal

Instructions:

1. Continue playing the Unit 6 Instructional Video.
2. After learners have completed or tried their best to achieve their self-advocacy goal, turn to page 35 in their activity workbook and go through the information about the activity.
3. Have learners work with their partner to complete the goal review activity.



**Comments and
Reflection**

Use the space below for comments or reflection on the learners' progress on Unit 6 concepts.

**When you tell your story
to others, people can
understand you better.**

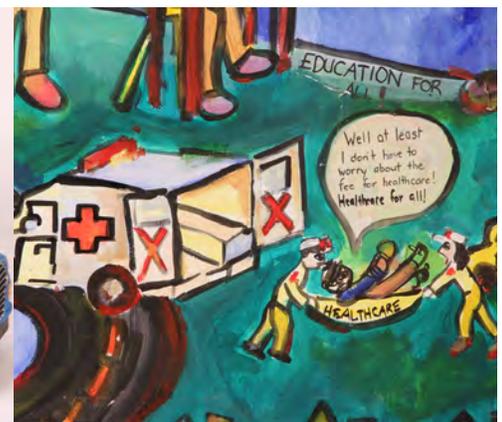
- Vecova

Part 2: Speak Up, Speak Out! How to Tell Your Story

Contents

Part 2 of My History, Our Future includes 4 units:

1. Unit 7: Communication
2. Unit 8: Telling Your Story
3. Unit 9: Public Speaking
4. Unit 10: How to Write Your Story and Give a Presentation



**Assertive communication
is best for self-advocacy.**

- Vecova

Step 2. Different Types of Communication

There are passive, aggressive and assertive communication styles.

Passive communication

When you give others more control, often by giving up your own needs. Passive people act as if other people's rights and desires are more important than their own.

Aggressive communication

When you try to meet your goal by hurting or bringing down others. Aggressive people act as if their rights and desires are more important than those of others.

Assertive communication

When you are confident and express your feelings while you respect the rights and desires of others. Assertive people respect themselves and others, equally.



The message that you are giving is very different if it is being delivered in a passive, aggressive or assertive way. It is important to note that people may think they are being assertive when they are actually being aggressive. Being assertive means being firm about your needs, but also respecting and not putting down what the other person is saying. Assertive communication is best for self-advocacy.



Activity 7.1 Kinds of Communication worksheet

Suggested time: 15 minutes

Learning goals:

- Understand the different types of communication and what they look like

Instructions:

1. Play the Unit 7 Instructional Video, pausing where asked.
2. Have learners turn to page 40 in their activity workbook.
3. Go through the instructions for the activity with them and have them complete the activity.

Answer key:

	Passive	Aggressive	Assertive
Body language	Slouched shoulders, head down, looking at the floor	Threatening stance, looking angry	Shoulders back, head held high, making eye contact with the other person
Why	To give the other person control	To hurt someone	To take a stance
Feelings	Nervous	Angry	Confident
Tone of voice	Quiet and timid	Yelling or forceful	Firm

Step 3. The Importance of Body Language and Tone of Voice

Tone of voice and body language play a huge role in how you are expressing yourself, as we just saw from the last activity.

Body language



Body language

How you use your body to communicate by using things like hand gestures, posture and facial expressions. Different cultures have different body language.

Let's break the larger parts of body language into smaller parts and talk about how different actions can mean different things.

For example, what can it mean if you have downcast eyes?

- That you are nervous
- That you are lying and cannot be trusted
- That you are from a different culture and it is rude to look someone in the eye.

What can it mean if you are twitchy and adjusting a lot?

- That you are nervous and cannot sit still
- That you are uncomfortable
- That you are guilty of something.
- Sometimes this is part of your disability.

**Activity 7.2 Body Language demonstration**

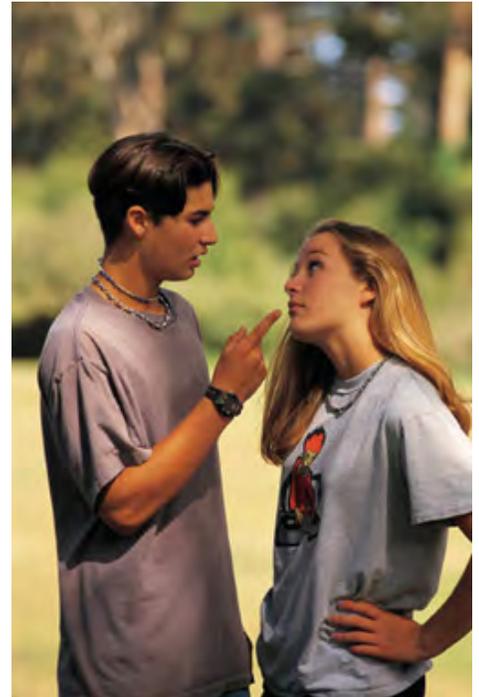
Suggested time: 10 minutes

Learning goals:

- Understand how to use body language

Instructions:

1. Continue playing the Unit 7 Instructional Video, again pausing where asked.
2. Have learners turn to page 42 of their activity workbook and practice body language for the four emotions with their partner.
3. Once they have practiced, have them show the group how they use body language to show the four emotions.
4. As a group, talk about how body language shows confidence and what other emotions the same body language could show.

**Tone of voice****Tone of voice**

How you say the words in your message. Are you saying them clearly with confidence or are unsure of what you are saying?

How would saying your sentence with a different tone of voice change the message you are giving?

Tone of voice also includes where you put the emphasis on words in a sentence. Look at how you can change the meaning for the same eight words if you emphasize different words in the sentence.

- **I** want you to listen to my needs

Emphasizing "I" in the sentence has the following meaning: **I**, not you, want to talk about my needs.

- I **want** you to listen to my needs

Emphasizing "want" in the sentence has the following meaning: I am **asking** you to listen to my needs.

- I want **you** to listen to my needs

Emphasizing "you" in the sentence has the following meaning: **You** will listen to my needs.

- I want you to **listen** to my needs

Emphasizing "listen" in the sentence has the following meaning: You will **listen** to my needs and not interrupt.



Activity 7.3 Communication Styles roleplay

Suggested time: 10 minutes

Learning goals:

- Understand how to use different tones of voice

Instructions:

1. Continue playing the Unit 7 Instructional Video.
2. Have learners turn to page 43 in their activity workbook and practice using the different tones of voice with their partner.
3. Once they have finished, have them show the group how they use the different tones of voice.
4. Go through the questions in their activity workbook.

Comments and Reflection

Use the space below for comments or reflection on the learners' progress on Unit 7 concepts.

**When you tell your story
to others, people can
understand you better.**

- Vecova



- Where you lived and what it was like to grow up in your neighbourhood
- A difficult time in your life and how you overcame the challenges
- Your proudest moment and how you got there
- Your biggest accomplishment (“your success story”) and what you did to reach it
- A person who has made the greatest difference in your life and the lessons you learned from them
- Your job and what you get from working hard
- Your favourite activity and what you get from doing it.



Activity 8.1 My Story Topic worksheet

Suggested time: 10 minutes

Learning goals:

- Understand how to choose a topic for a story to tell

Instructions:

1. Play the Unit 8 Instructional Video, pausing where asked.
2. Have learners turn to page 46 in their activity workbook and go through the instructions with them.
3. Have them complete the activity with their partner.



Activity 8.2 Self-Advocates Tell Their Stories

Suggested time: 10 minutes

Learning goals:

- Learn about other people's self-advocacy
- Learn how other people tell their stories

Instructions:

1. Continue playing the Unit 8 Instructional Video.
2. Have learners turn to page 48 in their activity workbook and go through the questions as a group.

Answer key:

- What were Tedda, Harvie and Harold's stories about?

Tedda: Living in an institution, leaving the institution to live in the community, self-advocacy, having a job in the community

Harvie: Living in an institution, living in the community, being involved in a self-advocacy group called Cars Cougars

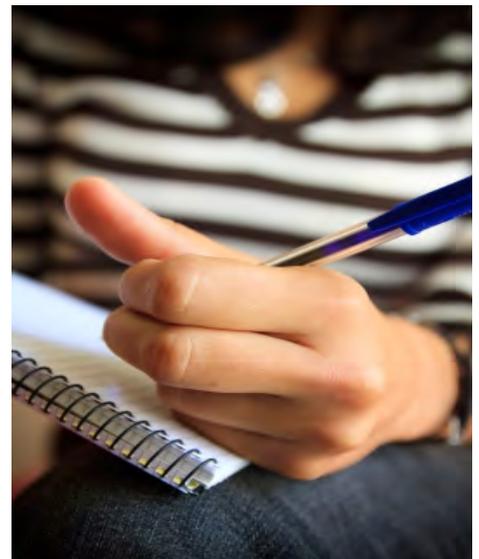
Harold: Living in an institution, living in a group home, being involved in a self-advocacy group called People First

- What did you learn from their stories?

Tedda: She used to live in an institution. Now she likes living in the community and has a job. Self-advocacy made this happen.

Harvie: He likes living in the community because it is better than living in an institution.

Harold: People First is a self-advocacy group that stands up for the rights of people with disabilities like their right to live and go to school in the community, the Eve's Case and closing institutions.



- What did you notice about how they told their stories?

Their stories were short, they told their stories using their own words, they spoke honestly about their experiences and they wanted to share their stories with others.

Comments and Reflection

Use the space below for comments or reflection on the learners' progress on Unit 8 concepts.

Getting ready for public speaking

There are 4 steps you can use to get ready for public speaking.

1. Prepare your speech

You should plan what you are going to say before you speak so you have time to practice it. Here are some things to think about when writing your speech:

- What are some important points you want to tell your audience? Make a list.
- How many minutes do you have to speak?
- Are you sure what you are saying is true? Never make things up.
- Do you want to include pictures, videos or music in your presentation?

2. Practice

If you practice, you will be more comfortable giving your speech. When you practice, you remember your speech better. You can also have someone you know listen to your speech as you practice. They can tell you what they like and what you could do to make your speech better. When you practice, make sure you speak slowly and clearly.

3. Be aware of your body

Try to stand up straight when you talk. Look at your audience instead of at your notes, the ceiling or the floor. If you look at the people in the audience when you talk, they will listen better.

4. Plan to look good

When you speak in front of an audience, you want to be clean and wear nice clothes. Plan extra time to shower, brush your teeth, comb your hair and shave if you need to. Decide what clothes you are going to wear so they can be cleaned and ironed. You should choose clothes that you would wear to a job interview so you look professional.



Tips to public speaking

Here are 3 tips for giving a speech:

1. **Make sure your speech has a beginning, middle and end**

- Begin by telling the audience who you are and what you are going to talk about
- Give your speech
- Finish your speech by saying some of your most important points again. You do not have to talk a lot about them again. You just want to make sure the audience remembers them.

2. **Bring someone to support you, if you like**

Some people find public speaking scary. You can bring a friend or supporter with you so you feel more comfortable.

3. **Don't worry if you make a mistake**

Just fix your mistake and keep going. Likely no one will notice.



Activity 9.1 Public Speaking worksheet

Suggested time: 10 minutes

Learning goals:

- Understand how to set up a presentation
- Learn tips to improve their presentation

Instructions:

1. Play the Unit 9 Instructional Video, pausing where asked.
2. Have learners turn to page 50 in their activity workbook and complete the activity.



Answer key:

1. Name the 4 steps to get ready for public speaking.

Step 1: Prepare your speech, Step 2: Practice, Step 3: Be aware of your body, Step 4: Plan to look good.

2. Name the 3 tips for giving a speech.

Tip 1: Make sure your speech has a beginning, middle and end, Tip 2: Bring someone to support you, if you like, 3. Don't worry if you make a mistake. Just fix it and keep going.

**Activity 9.2 Self-Advocates Present Their Stories**

Suggested time: 10 minutes

Learning goals:

- Gain a better understanding of public speaking by hearing other self-advocates' stories

Instructions:

1. Continue playing the Unit 9 Instructional Video.
2. As a group, talk about the tips that can be learned from Jennifer and from Carmen (page 50 in activity book).

Answer key:

1. What presentation tips can you learn from Jennifer?

Speak slowly and clearly, tell your story honestly and in your own words, talk about something you are passionate about and if you make a mistake, just fix it and keep going.

2. What presentation tips can you learn from Carmen?

Speak loudly and clearly, make eye contact with your audience, let your personality shine and talk with enthusiasm to keep your audience interested.



**Comments and
Reflection**

Use the space below for comments or reflection on the learners' progress on Unit 9 concepts.

**People tend to remember
funny, sad, hopeful and
uplifting stories.**

- Vecova



- **Give your story a catchy title**
- **Begin your story with a sentence that will grab the audience's attention**
- **Describe why this topic is important to you**
- **Put your story notes in the order that the events happened**

Order each point as 1, 2, 3, etc.

- **Describe your experience using your story notes**

Start with point 1, then point 2 and 3 until you have described all the points in your story notes. Remember to be honest about your experience, use your own words and express your emotions so the audience will connect with your story. People tend to remember funny, sad, hopeful and uplifting stories.

- **Describe what you learned from this experience**

Did you have a problem that you had to solve? Describe what you did to solve your problem.

- **End your story with the main message**

What can others learn from your experience?



Activity 10.1 Write My Story worksheet

Suggested time: 15 minutes

Learning goals:

- Understand how to write a story

Instructions:

1. Play the Unit 10 Instructional Video, pausing where asked.
2. Have learners turn to page 52 in their activity workbook and complete the activity with their partner.

Step 2. How to Give a Presentation

Presentation

When you show or explain something to a group of people.

Now that you have written a short story about your life you can learn how to present your story to others. Here are some steps for giving a presentation:

- **Find out who your audience is**

Different people are interested in different topics. If you know your audience is other adults with disabilities, choose a part of your story that will interest them the most. If your audience is school children, tell a part of your story that children will enjoy the most. If your audience is people in your neighbourhood, choose a part of your story that your neighbours will find interesting.

- **Start writing your presentation**

Begin with a sentence that will grab your audience's attention. Then, talk about the main theme of your story.

- **Organize your story into a beginning, middle and end**

Choose the most important parts of your story to present. Remember to always go back to the main theme of your story.

- **End your presentation with a sentence for the audience to think about**

What is the message from your story that you want the audience to remember most?



- **Make presentation notes on your story**

Write or draw pictures of your story's most important points on the presentation notes in your self-advocacy passport. Your presentation notes will help you remember your story and what you want to say.

- **Use your presentation notes to practice your presentation in front of someone you trust**

Ask your partner to listen to your presentation and then tell you what you did well and what you can do better.

- **On the day of your presentation, dress nicely and arrive early at the venue**

- **When you speak remember to breathe**

Taking deep breaths will help calm your nerves. Stand up straight, speak clearly and make eye contact with your audience.

- **After your presentation celebrate your accomplishment**

Feel proud of your hard work!

- **Reflect or look back on your experience**

Think about how your presentation went. What did you do well? How can you improve your presentation? Would you do it again? Your experience presenting will teach you something new about yourself.



**Activity 10.2 A 30-Second presentation**

Suggested time: 20 minutes

Learning goals:

- Understand how to prepare for a presentation
- Understand how to make a presentation

Instructions:

1. Continue playing Unit 10 Instructional Video.
2. Have learners turn to page 62 and go through the instructions with them.
3. Give learners 10 minutes to work with their partner to put together their presentation notes.
4. Have each learner give their 30-second presentation.
5. After each learner has given their presentation, have them talk to their partner about how well they did, what they liked about giving a presentation, what was hard, what they learned and if they would do it again.

**Comments and
Reflection**

Use the space below for comments or reflection on the learners' progress on Unit 10 concepts.

In the past, people with disabilities did not have the same rights as you do today.

- Vecova

Part 3:

Learn From the Past — The History of Self-Advocacy in Alberta

Contents

Part 3 of My History, Our Future includes 4 units:

1. Unit 11: What is History?
2. Unit 12: Life in Institutions and Leilani Muir's Story
3. Unit 13: Community Schools and Winnifred Stewart and Christine Meikle's Story
4. Unit 14: Life in the Community and Self-Advocacy in Alberta



Today, people with disabilities can learn from past mistakes and successes and advocate for the life they want.

- Vecova

Step 2. What is History?**History**

Stories about the past and how people have lived.

Understanding the history of people with disabilities is an important part of being a self-advocate. When you know how people with disabilities lived in the past, you can see why they became self-advocates. In the past, people with disabilities did not have the same rights as you do today. They became self-advocates to speak up and make sure they were treated fairly. Today, people with disabilities can learn from past mistakes and successes and advocate for the life they want.

**Activity 11.1 What is History? worksheet**

Suggested time: 10 minutes

Learning goals:

- Understand what history is
- Understand how past events are important for self-advocacy

Instructions:

1. Play the Unit 11 Instructional Video, pausing where asked.
2. Have learners turn to page 66 in their activity workbook and complete the word search on history.

Answer key:

a	d	v	o	c	a	t	e	s
r	t	e	t	t	p	a	r	a
i	s	i	l	t	p	o	l	s
g	r	u	o	e	a	s	e	r
h	t	t	s	h	s	s	a	l
t	v	h	i	s	t	o	r	y
s	p	e	a	k	u	p	n	y
r	t	e	u	h	o	a	i	s
s	c	e	p	y	r	s	a	e



**Comments and
Reflection**

Use the space below for comments or reflection on the learners' progress on Unit 11 concepts.

At the time, the main idea of professionals in the disability field was that people with disabilities were better off living in an institution and away from the community and their families. Schools for people with disabilities were not built until the 1950s. Community services came even later – the late 1960s.

One of the first institutions in Alberta was built in Ponoka in 1918 and it was called the Alberta Hospital Ponoka. In 1923, the largest institution for people with developmental disabilities was built in Red Deer. It was called the Provincial Training School. The Provincial Training School was set up to train people with disabilities until they learned skills so they could live and work in the community. While some people eventually left the institution, others would live there until they passed away.



Activity 12.1 Life in Institutions worksheet

Suggested time: 5 minutes

Learning goals:

- Understand when people with developmental disabilities lived in institutions
- Understand why people with disabilities lived in institutions
- Know what the institutions in Alberta were

Instructions:

1. Play the Unit 12 Instructional Video, pausing where asked.
2. Have learners turn to page 68 in their activity workbook and complete the activity.

Answer key:

1. What years did many people with disabilities in Alberta live in institutions?

1900-1970s

2. Name the Alberta Government Act that put people with disabilities in institutions.

Mental Defectives Act

3. Give 1 reason why many people with disabilities lived in institutions.

Professionals in the field thought institutions were the best place.

4. Name 2 institutions where people with disabilities lived in Alberta.

- (a) Provincial Training School (Michener Centre) and
(b) Alberta Hospital Ponoka.

Step 2. Leilani Muir's Story

One person who lived at the Provincial Training School was Leilani Muir. Leilani lived in the institution from age 10 to 21. She had both good and bad experiences living there. On one hand, she made some nice friends, had food to eat and a bed to sleep in every night. But, on the other hand, Leilani was sterilized when she was 13 years old without knowing it. The nurse told her she was just having her appendix removed.

**Sterilized**

When a person has an operation so they can not have children.

From 1929-1972, a law called the Sexual Sterilization Act made it legal for people with disabilities who lived in Alberta to be sterilized without their permission. Over 2,000 people with disabilities were sterilized.

Leilani did not find out she was sterilized until many years later. She tried many times to have a child of her own but could not get pregnant. After seeing her doctor and getting tests done, she found out she was sterilized when living at the Provincial Training School.

Leilani knew it was wrong that she was sterilized without her knowing it. She did not give the doctor her permission to have the operation. Because of the operation, Leilani could not have a baby even though she thought she would make a good parent. This made her feel hurt and upset.

In 1995, Leilani decided to self-advocate – to speak out against her unfair treatment. She took the Alberta government to court for being sterilized without her permission and for the pain she felt for not being able to have children. A year later she won her case!

Leilani's self-advocacy has inspired people with disabilities to speak out against things that are unfair. Leilani has taught us that people with disabilities have rights like anyone else. It is your responsibility to speak up so that your rights are respected.



**Activity 12.2 Leilani Muir's Story worksheet**

Suggested time: 10 minutes

Learning goals:

- Understand who Leilani Muir is and what she faced
- Understand how she is important to the history of people with disabilities in Alberta

Instructions:

1. Continue playing the Unit 12 Instructional Video.
2. Have learners turn to page 69 in their activity workbook and complete the activity.

Answer key:

1. What is the problem that Leilani Muir faced?

Under the Sexual Sterilization Act she had an operation that took away her right to have children.

2. What years did it happen?

1929-1972

3. Why is it a problem?

The rights of people with disabilities were taken away.

4. Talk about who Leilani is.

She lived at the Provincial Training School when she was young.

5. Why is Leilani important to the history of Albertans with developmental disabilities?

She was the first person to take the Alberta government to court for being wrongfully sterilized. She inspired others to come forward and advocate for their rights.



**Comments and
Reflection**

Use the space below for comments or reflection on the learners' progress on Unit 12 concepts.



Both Winnifred and Christine did not want to send their sons to live in an institution. They wanted to give them an education in the community. Because public schools would not typically accept children with disabilities, Winnifred and Christine decided to build their own community schools to educate children and youth with developmental disabilities.

During the 1950s, Winnifred and Christine met with other parents who had children with disabilities. They formed parent associations now known as the Associations for Community Living. These parents worked hard to get support and donations from their communities, businesses and the government.

In 1953, the first classes for children with developmental disabilities began in Edmonton and Calgary. By 1955, the Winnifred Stewart School opened in Edmonton and, in 1958, the Christine Meikle School opened in Calgary. Finally, Alberta's children and youth with developmental disabilities had schools of their own. More schools were built in other cities in Alberta in the 1960s.



Winnifred Stewart and Christine Meikle knew their children with disabilities could learn and had the right to go to school like other children in the community. They built the first schools in Alberta for children and youth with developmental disabilities. They showed the community that their children could learn skills and were valuable members of society.



Activity 13.1 Winnifred Stewart and Christine Meikle's Story worksheet

Suggested time: 10 minutes

Learn goals:

- Know when community schools were first built to teach children with disabilities in Alberta
- Know who led the way in building these community schools

- Understand why community schools were built
- Know what the first community schools were
- Understand how Winnifred Stewart and Christine Meikle are important to the history of people with disabilities in Alberta

Instructions:

1. Play the Unit 13 Instructional Video, pausing where asked.
2. Have learners turn to page 72 in their activity workbook and complete the activity.

Answer key:

1. What is the problem that Winnifred and Christine faced?

Community schools typically did not let children with disabilities attend.

2. When did it happen?

Until the 1950s

3. Why is it a problem?

The rights of people with disabilities were taken away.

4. Talk about who Winnifred and Christine were.

Both Winnifred and Christine were mothers who had sons with a disability. Winnifred lived in Edmonton; Christine lived in Calgary.

5. Why are they important to the history of Albertans with developmental disabilities?

They started the first schools for children with disabilities in Alberta — the Winnifred Stewart School in Edmonton and the Christine Meikle School in Calgary.



**Comments and
Reflection**

Use the space below for comments or reflection on the learners' progress on Unit 13 concepts.



In the late 1960s and 1970s, community disability agencies across Alberta were formed to support people in the community. The first community programs were started to run group homes and sheltered workshops. Group homes were set up to support people with disabilities who lived together in neighbourhood homes. Sheltered workshops were set up to teach work skills to groups of people with disabilities in a closed environment.

Today, agencies provide supported living, supported employment and community access to people with disabilities. Supported living means that individuals can choose to live with a roommate or on their own and staff can help them with their living needs. Supported employment means that staff help individuals to find a job of their choice in the community. Staff often assist individuals on the job until they feel comfortable with their assigned tasks to work on their own. Community access means that staff support individuals to do meaningful activities of their choice like sports, art, travel and volunteering in the community.



Activity 14.1 Community Living worksheet

Suggested time: 5 minutes

Learning goals:

- Know when people with disabilities in Alberta first moved out of institutions to live in the community
- Understand why community living is a good thing
- Know two of the first programs set up by community disability agencies

Instructions:

1. Play the Unit 14 Instructional Video, pausing where asked.
2. Have learners turn to page 76 in their activity workbooks and complete the activity.

Answer key:

1. When did many people with disabilities in Alberta move out of institutions to live in the community?

1970s and 1980s

2. Give one reason why community living is a good thing for people with disabilities.

The community offers different opportunities to live, work, have fun and contribute to society.

3. Name two of the first programs set up by community disability agencies.

(a) Group homes and (b) sheltered workshops

Step 2. Self-Advocacy in Alberta

The first self-advocacy group in North America was People First. People First was formed in 1973 after a conference in Vancouver, British Columbia. In 1973, people with disabilities in BC and Oregon set up People First groups to talk about what it was like to have a disability and to speak up for their rights. Their first message was that they wanted the community to treat and value them as people first; to not treat them badly or look down on them because they had a disability. A People First group was also formed in Alberta. It still exists today.

Since 1973, many different self-advocacy groups have been set up across Alberta. Like People First, some examples today are the Disability Action Hall and Right 2 Love Group in Calgary, the South Region Self-Advocacy Network (SRSAN), the Self-Advocacy Federation in Edmonton and Northwest Advocates in Action.





Self-advocates who lived in the 1970s and 1980s spoke up for their right to live meaningful lives in the community. Without their advocacy, life would be very different today for people with disabilities in Alberta. Today people with disabilities can choose a life of their own and be supported to make and achieve goals. Before the 1970s, most people with disabilities in Alberta were told what to do. They were told to live, go to school and work in an institution. They were not allowed to get married and have children. Now people with disabilities are supported to live, go to school and work in the community. They are supported to make decisions and have loving relationships, to be active and contribute to their community in meaningful ways.



Activity 14.2 History of Self-Advocacy in Alberta worksheet

Suggested time: 5 minutes

Learning goals:

- Understand what problem the first self-advocates faced
- Know when this issue happened and understand why it was a problem
- Understand who self-advocates are
- Understand how self-advocates are important to the history of people with disabilities in Alberta

Instructions:

1. Continue playing the Unit 14 Instructional Video, again pausing where asked.
2. Have learners turn to page 77 in their activity workbook and complete the activity.

Answer key:

1. What is the problem that the first self-advocates faced?

People with disabilities did not have the chance to speak up and make their own decisions.

2. When did it happen?

Until the 1970s

3. Why is it a problem?

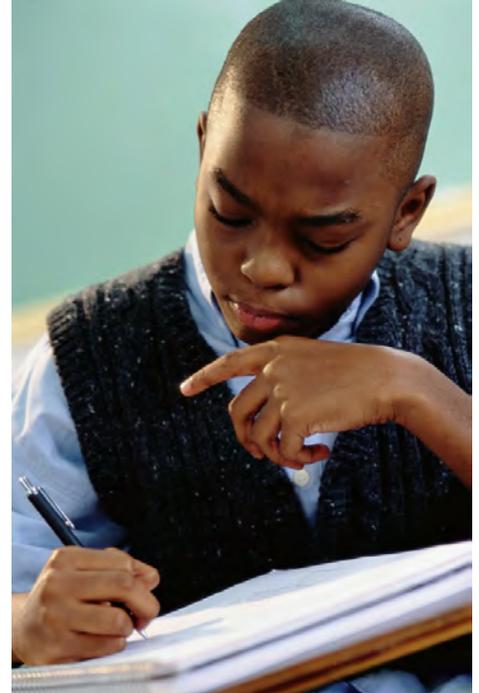
The rights of people with disabilities were taken away.

4. Talk about who self-advocates are.

People with disabilities who stand up for their rights and make decisions so they can lead meaningful lives.

5. Why are self-advocates important to the history of Albertans with disabilities?

Self-advocates inspire other people with disabilities to be self-advocates as well.



**Comments and
Reflection**

Use the space below for comments or reflection on the learners' progress on Unit 14 concepts.

Part 4: Take the Lead — How to Teach Advocacy to Others

Contents

Part 4 of My History, Our Future includes 4 units:

1. Unit 15: Helping Your Peers to be Self-Advocates
2. Unit 16: Self-Advocacy Groups and What to Expect
3. Unit 17: Disability and Mixed Ability Arts Groups
4. Unit 18: Post-Test and Evaluation



Self-advocacy is about speaking up for yourself, but it is also about being a leader to others.

- Vecova

You have learned many important things and skills from this self-advocacy training. Once this program is finished, you can be a leader by sharing the information and teaching the skills that you have learned to your friends.

There are many different ways to teach self-advocacy to others. Here are some examples:



- **Talk to your friend about their strengths**

By talking about your friend's strengths — things they do well — you can help your friend know themselves better. You will also boost their self-confidence and make them feel good about themselves. Both self-awareness and self-confidence are important to self-advocacy.

- **Talk to your friend about an important issue in their life**

Listen to what your friend has to say and respect their opinions. Support your friend by giving them suggestions on how they can deal with these issues to improve their life. Remind your friend that their allies can support them as well.

- **Help your friend to learn about the history of people with disabilities in Alberta**

Use your Life in Institutions, Leilani Muir's Story, Winnifred Stewart and Christine Meikle's Story, Life in the Community and History of Self-Advocacy in Alberta worksheets to describe different times and people in history.



- **Take your friend to a self-advocacy group meeting or an event like the Self-Advocacy Summit or Speak Out festival**

In Unit 16, you will learn how self-advocacy groups work so you know what to expect if you decide to join one.

- **Take your friend to an arts event like an art show, dance performance or play**

In Unit 17, you will learn about some of the different disability or mixed ability arts groups in Alberta.



Activity 15.1 Peer Training worksheet

Suggested time: 5 minutes

Learning goals:

- Understand what peer training is
- Understand how to help others be self-advocates

Instructions:

1. Play the Unit 15 Instructional Video, pausing where asked.
2. Have learners turn to page 80 in their activity workbook and complete the activity.

Answer key:

1. What does peer training mean?

Peer training means teaching your friends how to do something.

2. Name 3 ways that you can help others be self-advocates.

Talk to your friend about their strengths, talk to your friend about an important issue in their life, help your friend learn about the history of people with disabilities in Alberta, take your friend to a self-advocacy group meeting or event like the Self-Advocacy Summit, take your friend to an art show, dance performance or play by a disability or mixed ability arts group. Individuals may offer their own ideas, too.



**Comments and
Reflection**

Use the space below for comments or reflection on the learners' progress on Unit 15 concepts.



Some activities that self-advocacy groups work on are:

- Writing letters or talking to the government
- Talking about changes that the group would like to see in the community
- Planning a conference or event about a topic that is important to the group
- Brainstorming solutions to a problem like discrimination and taking action
- Having fun together.

Self-advocacy groups have meetings. Here is what typically happens during a self-advocacy group meeting:

- Everyone is called to order so that the meeting can start
- The chairperson welcomes everyone and checks to see who is at the meeting
- Everyone talks about the ground rules for the meeting
- Everyone has a chance to share something about their life
- The chairperson goes through the minutes or other business items from the last meeting
- Everyone plans an agenda where each person has a turn to say something if they want to
- Members decide when they want a break
- Everyone goes through the agenda and is given the chance to talk about each topic
- Everyone gets to vote on a decision or makes sure everyone agrees with the decision the group makes
- After the group has gone through all the agenda items, members plan out actions that need to be taken in between now and the next meeting



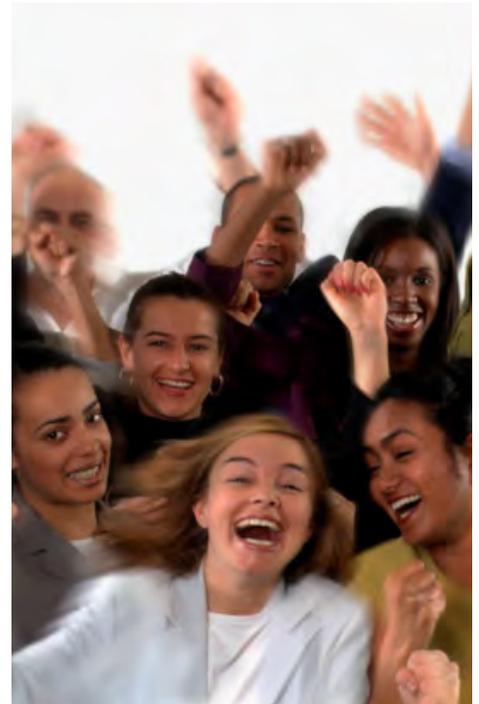
- Members volunteer to do certain tasks called action items — they are like homework that members have to do before the next meeting
- The chairperson calls the meeting to an end, and lets everyone know the date, time and location of the next meeting.

What do self-advocacy groups expect from their members?

Here are some examples of possible ground rules for self-advocacy groups. These rules are there to make sure that everyone participates, has a say in what the group decides to do and is respected. A self-advocacy group cannot advocate together if group members cannot work together.

Some self-advocacy group ground rules can include:

- Members all look after each other and have fun working together
- Everyone should arrive on time so that the meeting can start on time
- If members cannot come to the meeting, they should tell someone before so the group knows
- When someone is speaking, members should listen to what they have to say and let them finish
- Each person in the group is equal to all other members — everyone is important and nobody is more important than anyone else
- Nobody should have to do something if they do not want to
- Nobody should tell somebody else what to do
- Each person will complete their action items for the next meeting.





Activity 16.1 Self-Advocacy Groups worksheet

Suggested time: 5 minutes

Learning goals:

- Understand what a self-advocacy group is
- Understand what self-advocacy groups do
- Understand some of the rules self-advocacy groups have
- Know some of the self-advocacy groups in Alberta

Instructions:

1. Play the Unit 16 Instructional Video, pausing where asked.
2. Have learners turn to page 82 and complete the activity.

Answer key:

1. What is a self-advocacy group?

A group of people with disabilities and their allies who talk about things that are important to them. They take action to help make change.

2. Name 3 things that self-advocacy groups can work on.

Writing letters to the government, talking about changes that the group would like to see in the community, planning a conference or event about a topic that is interesting to the group, brainstorming solutions to problems and taking action and having fun together.



3. Name 3 ground rules of self-advocacy groups.

Members all look after each other and have fun together, everyone should arrive to the meeting on time, tell someone if you can't make it to the meeting, let people speak and do not interrupt, all members are equal and important, nobody should do something they don't want to do, nobody should tell someone else what to do, everyone will complete their action items for the next meeting.

Comments and Reflection

Use the space below for comments or reflection on the learners' progress on Unit 16 concepts.

**Art is a creative way to
express self-advocacy.**

- Vecova

Mixed ability arts group

A group of artists with and without disabilities who make works of art together.

Their art tells many different stories of what disability means to the artists and shares messages about disability issues to the audience.

Disability and mixed ability arts groups exist across the world. There are many arts groups in Alberta that support disability and mixed ability artists.

On pages 89-90 of your self-advocacy passport is a list of the different disability and mixed ability arts groups in Alberta and their contact information. If you want to join an arts group, ask your partner to help you.



Activity 17.1 Art as Self-Advocacy worksheet

Suggested time: 15 minutes

Learning goals:

- Understand what disability and mixed ability arts groups are
- Understand how making art is a form of self-advocacy
- Know what different types of art there are
- Know some of the disability and mixed ability arts groups in Alberta

Instructions:

1. Play the Unit 17 Instructional Video, pausing where asked.
2. Have learners turn to page 88 in their activity workbook and complete the activity.

Answer key:**1. What is a disability arts group?**

An organization that supports artists with disabilities to make art and be creative.

2. What is a mixed ability arts group?

A group of artists with and without disabilities who often make works of art together.

3. How is making art a form of self-advocacy?

By making art that reflects what it's like to have a disability, artists are speaking up for themselves and telling their stories.

4. Name 3 types of art forms.

Painting, sculpture, film, photography, writing poems or stories, music, dance and theatre.



**Comments and
Reflection**

Use the space below for comments or reflection on the learners' progress on Unit 17 concepts.

**Activity 18.2 Compare Pre/Post-Test**

Suggested time: 15 minutes

Learning goals:

- Understand how much they have learned throughout the program

Instructions:

1. Have learners turn to page 95 in their activity workbook.
2. Walk through comparing the pre- and post-tests with your learners.

Step 2. Training Program Evaluation

Suggested time: 15 minutes

In developing resource kits like My History, Our Future it is important that we gather feedback from the learners as well as the facilitators.

Have learners go to page 97 in their activity workbook and complete the evaluation, providing assistance as necessary.

There is a program evaluation for facilitators in the Appendix.

Please mail your completed evaluations to:

Research Services (IMHT Project Lead)
c/o Vecova Centre for Disability Services and Research
3304, 33 Street NW
Calgary, AB CANADA T2L 2A6.



Step 3. Conclusion

Thank you for participating in the My History, Our Future self-advocacy training program. We hope the program has been meaningful and you feel ready and excited to go out and be a strong self-advocate. We wish you the best of luck in achieving your self-advocacy goals.

**Allies support
self-advocacy.**

- Vecova



Ally Program

Part 5: Supporting Self-Advocacy — Becoming an Ally

Contents

Part 5 of My History, Our Future includes 9 units:

1. Unit 19: Introduction and Pre-Test
2. Unit 20: What is Self-Advocacy
3. Unit 21: Your Role as an Ally
4. Unit 22: How to Support and Not Take Over
5. Unit 23: Communication Challenges
6. Unit 24: Looking at Power and Relationships
7. Unit 25: Supporting Decision Making and Problem Solving
8. Unit 26: Supporting Goals
9. Unit 27: Post-Test and Evaluation



**Allies play an important
role in self-advocacy.**

- Vecova

Step 2. Pre-Test**Pre-test**

A set of questions to find out what learners already know about supporting individuals in their self-advocacy activities.

**Activity 19.1 Pre-Test**

Suggested time: 10 minutes

Learning goals:

- Learners will discover what they already know about supporting self-advocates.

Instructions:

1. Play the Unit 19 Instructional Video, pausing where asked.
2. Have learners turn to page 5 of their activity workbook and complete the pre-test.

Issues that are important to self-advocates

Self-advocates speak up and work hard to make sure people with disabilities have:

- A good quality of life
- A nice place to live
- A job that they like
- Good quality education
- Supportive family and friends
- The right to love and have intimate relationships
- The right to have children and a family of their own
- Good support workers and services that meet their needs
- Enough money to live a comfortable life
- Activities that they enjoy and make their life meaningful
- A way to get around their community or accessible transportation
- A sense of independence and belonging in their community
- Pride in themselves and their accomplishments.

**What can people achieve through self-advocacy?**

By self-advocating, individuals with disabilities can achieve many things:

- Advocate for a quality of life they choose
- Advocate for the services they want
- Advocate for higher AISH and more financial support
- Advocate for affordable and accessible housing
- Express themselves through art like painting, dance or the written word

- Speak up for themselves and others
- Fight discrimination
- Act as a role model to others
- Make their own decisions
- Achieve their goals and dreams
- Be proud of who they are.

Why is it important to support self-advocacy?

It is important to help the individuals you support to be self-advocates so they can:

- **Make their own decisions**

Many people with disabilities have learned to be compliant and dependent by always being told what to do. A common tendency is for family members, friends and support staff to be overly protective of persons with disabilities. But a key part of being an ally is supporting individuals to make their own decisions and learn from their mistakes. Instead of making a decision for them, you can be there to support them through the important decisions in their life.

- **Speak or communicate for themselves**

Self-advocates also have to learn to communicate assertively and speak-up for themselves with confidence. You can support them to learn how to communicate assertively and express their needs.

- **Stand up for themselves**

You can show individuals how you stand up for yourself. By demonstrating advocacy you can teach the individuals you support how to advocate for themselves. You can work together with the individuals to ensure their needs are being met.



- **Recognize their strengths and needs and how to express themselves**

Knowing oneself is a crucial part of being a self-advocate. You can support them by getting to know what they are good at, what they need to live a meaningful life and how they communicate.

- **Learn about their rights and responsibilities**

It is important for self-advocates to understand their rights as well as their responsibilities as Canadian citizens. Knowing one's rights is important information that individuals need to advocate for themselves.

- **Find a self-advocacy or advocacy group on issues that are important to them**

It is important to be a strong individual and know what you want, but it's also important to find a group of like-minded individuals you can work with to achieve your goals. Advocacy groups work hard to make positive change in the community. Support individuals to join an advocacy group if they are interested in having fun, building their self-advocacy skills, making a difference in their community and making new friends.



Activity 20.1 What is Self-Advocacy? worksheet

Suggested time: 5 minutes

Learning goals:

- Understand what self-advocacy is
- Understand some of the important issues for self-advocates
- Understand what can be achieved through self-advocacy
- Understand why it is important to support self-advocacy

Instructions:

1. Play the Unit 20 Instructional Video, pausing where asked.
2. Have learners turn to page 9 of their activity workbook and complete the activity.

Answer key:

1. What is self-advocacy?

Speaking up for yourself and making decisions so that you get what you need in life and your rights are respected or speaking up for others who have a disability.

2. Why is self-advocacy important?

(a) they can make decisions about their lives, (b) they can make sure their rights are being respected, (c) they can make a positive difference in their lives.



**Allies encourage, support,
enable and empower self-
advocates.**

- Vecova



- Understands the individual's opinions, preferences, strengths, challenges, wants, needs, goals and dreams
- Supports the individual to have their own opinions, preferences, wants, needs, goals and dreams
- Supports the individual to make plans for reaching their goals and supports these activities so they can move forward
- Encourages the individual to do as much as they can for themselves
- Supports the individual to understand their choices so they can make informed decisions
- Supports the individual to take risks and make their own mistakes, which are important learning opportunities
- Helps build the individual's confidence
- Treats the individual like an adult
- Listens carefully to what the individual has to say
- Looks for and facilitates fun, positive opportunities to enrich the individual's life
- Supports the individual to speak up for themselves
- Supports the individual to understand issues that affect them
- Supports the individual to make positive changes in their life
- Makes sure others hear and value what the individual has to say — advocating for the individual.

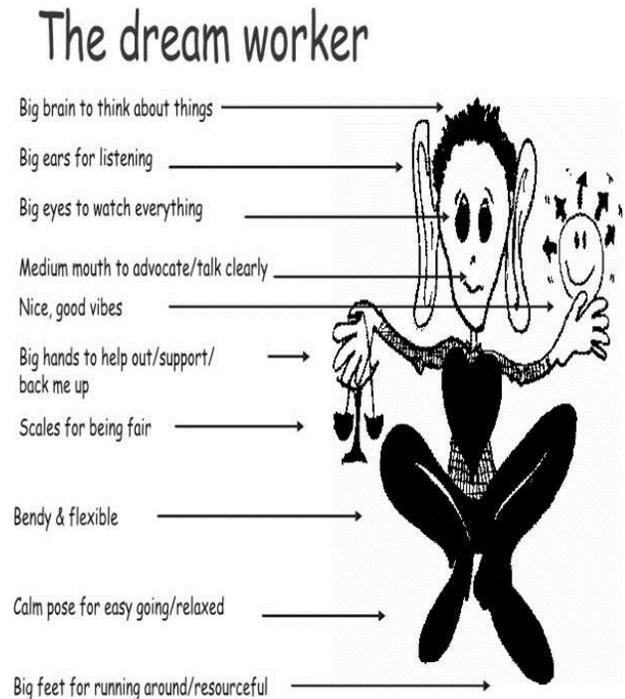
The Disability Action Hall in Calgary, Alberta described an ally as the Dream Worker.

The Dream Worker has:

- A big brain to think about things
- Big ears to listen with
- Big eyes to watch everything
- A big heart filled with passion
- Big hands to help me out and back me up
- A medium mouth to speak up for me
- Big feet for running around
- A briefcase with information that can help me
- Scales for being fair.

The Dream Worker is:

- Bendy and flexible
- Calm and positive.



How Allies Can Support Self-Advocacy

As an ally, your role is to provide encouragement and support to enable and empower self-advocates. Here are a few ways you can support self-advocates:

1. Help individuals access information

You can assist them in accessing the information they need to learn and to make informed decisions. For example, you can help them to understand their rights.

2. Help individuals advocate for themselves daily

Encourage them to be involved in making decisions that affect their lives, express their opinions and articulate their experiences.



3. Encourage individuals to participate in Individual Service or Education Planning meetings

Assist them to take on an active or leading role in the meeting and to express their needs and wants.

4. Support individuals to participate in self-advocacy or advocacy groups

You can help them find groups in their community, prepare for meetings, arrange transport to meetings and events, and think of multiple ways they can participate and take an active role in their group.

5. Act as a support person or mentor for self-advocacy or advocacy groups

Some advocacy groups need help with organizing meetings, planning events, handling finances and navigating political considerations.

6. Get to know the individuals

By creating a supportive relationship with them, you can become a trustworthy ally who understands their goals and ambitions.



Activity 21.1 My Role as an Ally worksheet

Suggested time: 5 minutes

Learning goals:

- Understand what an ally is
- Understand what good support is

Instructions:

1. Play the Unit 21 Instructional Video, pausing where asked.
2. Have learners turn to page 14 of their activity workbook and complete the activity.

Answer key:

1. What is an ally?

Someone who supports individuals to self-advocate.

2. What are 5 features of a person who provides good support?

Is friendly, nice and fun to work with; Is non-judgemental, fair and accepting of the individual; Believes in the individual's abilities and works with them to get what they want and need; Understands how the individual communicates and knows their language; Treats the individual with respect; Understands how the individual wants to be supported and asks when they need support; Understands the individual's opinions, preferences, strengths, challenges, wants, needs, goals and dreams; Supports the individual to have their own opinions, preferences, wants, needs, goals and dreams; Helps the individual to make plans for reaching their goals and supports these activities; Encourages the individual to do as much as they can for themselves; Helps the individual to understand their choices so they can make informed decisions; Supports the individual to take risks and make their own mistakes; Helps build the individual's confidence; Treats the individual like an adult; Listens carefully to what the individual has to say; Looks for and facilitates positive opportunities to enrich the individual's life; Helps the individual to speak up for themselves; Helps the individual to understand issues that affect them; Supports the individual to make positive changes in their life; Makes sure others hear and value what the individual has to say.

3. List 3 ways that you can assist the individual you support to be a self-advocate.

Choose 3 specific ways that are useful for the individual you support, or 3 of the following: Help individuals access information; Help individuals advocate for themselves daily; Encourage individuals to participate in Individual Service or Education Planning meetings; Support individuals to participate in self-advocacy groups; Act as a support person or mentor for self-advocacy groups; Get to know the individuals.



Step 2. Ally Support Plan

Each individual you support has different support needs. In supporting an individual to self-advocate, it is important to talk with them about the kind of support they would like you to provide.

For example, an individual may need your help with:

- Reading information and explaining what is being said
- Communicating their ideas to others
- Getting to an event or meeting.



Activity 21.2 My Ally Support Plan

Suggested time: 5 minutes

Learning goals:

- Understand what they can do for the person they support

Instructions:

1. Have learners turn to page 16 of their activity workbook, meet with the individual they support and develop their ally support plan.



- It is often hard to just support a self-advocate and not take over, but remember you are there to walk with the individual so they can develop strong self-advocacy skills in decision making, public speaking, leadership and effective communication.



Supporting Versus Taking Over

The ally's role is to support. Ultimately a decision made for a self-advocate or an advocacy group should be made by the individual that decision impacts.

A good ally is:

- Always ready to act, but never interferes or interrupts the self-advocates until they ask for help
- A great listener
- Conscious of not taking control, but rather assisting and supporting self-advocates to make their own decisions or finding a meaningful solution — in doing so you will gain their trust as they know they can rely on you
- Looks for positive opportunities in the community in which self-advocates can be involved.



It is important to remember that self-advocacy is not about you; it is about the self-advocates. Sometimes that means letting them make their own mistakes. The most you can do is support them and make sure they understand their options and the consequences of their actions.

Informed choice

When an individual sets goals, gathers information, considers a range of options and then takes responsibility for choosing the option that best meets their needs.

When asked for advice it is important for you to sit with the self-advocate and go through all the choices you both can think of and let them work out what the pros and cons of each choice will be. This way they can make an informed choice.



Activity 22.1 Being an Ally worksheet

Suggested time: 5 minutes

Learning goals:

- Understand how to support a self-advocate without overstepping the ally role

Instructions:

1. Play the Unit 22 Instructional Video, pausing where asked.
2. Have learners turn to page 17 in their activity workbook and complete the activity.



I really feel strongly about self-advocacy because no one can speak as effectively for an individual human being than the individual human being.

- New Hampshire Self-Advocate

- Written words
- Pictures or drawings.

Interpreter

A person who helps individuals communicate with others.

Your role as an interpreter

- Other augmentative or alternative communication aids.

You can help a self-advocate to communicate by being an interpreter. As an interpreter, you can do the following things:

- **Educate others**

Just because an individual does not speak or does not speak clearly does not mean they cannot communicate. Advocate for the individual and work for their needs. There will likely be some times when they do not want to communicate. Respect their wishes.

- **Ensure proper environment**

Help individuals communicate by making sure the conversation takes place in an environment that is best for communication. For example, find a quiet room rather than a large public area or minimize distractions (i.e., turn off televisions, music, etc.).

- **Ensure proper understanding**

Always confirm with the individual that you are correctly understanding and interpreting their message. Repeat the message back to the individual to make sure you have it right.



- **Act as a social interpreter**

Encourage and facilitate positive social interaction between the individual and others in the community.

With time, communication with a self-advocate who is non-verbal should become easier as you get to know one another, understand their way of communicating and develop additional ways to communicate meaningfully.



Activity 23.1 Communication Challenges worksheet

Suggested time: 10 minutes

Learning goals:

- Understand what an interpreter does
- Understand different forms of non-verbal communication
- Understand how an interpreter can assist individuals to communicate

Instructions:

1. Play the Unit 23 Instruction Video, pausing where asked.
2. Have learners turn to page 21 of their activity workbook and complete the activity.

Answer key:

1. What does an interpreter do?

Helps an individual to communicate by explaining what the individual is saying to others.

2. Identify 5 forms of non-verbal communication.

Gestures, emotions and moods, behaviours, facial expressions, signs or signals, sounds, written words, pictures or drawings, augmentative or alternative communication aids.



3. Identify 3 ways that an interpreter can help with communication.

Helps prevent others from assuming that an individual is unable to communicate if they do not speak or do not speak clearly; Makes sure the conversation takes place in an environment that is best for communication; Always confirms with the self-advocate that you are correctly understanding and interpreting their message; Acts as a social interpreter to facilitate social interaction.





It is important to recognize that as an individual who may not have a disability or have a disability that is less severe, you are in a position of power in society. Be conscious of your position so that you do not overstep your supportive relationship. Try to understand what it is like for the individual you support, and be guided by your role to provide high-quality support.

It is important to truly understand the challenges that self-advocates often face every day. Put yourself in their shoes to understand their perspective and experiences. Try to understand how they are feeling. Be aware of your own assumptions about disability and overcome them. This means building supports around the individual and their unique needs and goals.



Activity 24.1 Label Cans Not People

Suggested time: 15 minutes

Learning goals:

- Understand how labels make people feel
- Understand how being in an advantaged group leads to more power over the disadvantaged group

Instructions:

1. Play the Unit 24 Instructional Video, pausing where asked.
2. Have learners turn to page 23 in their activity workbook and complete the activity in pairs or in a group.



The individuals you support are faced with decisions that they need to make or problems they have to solve every day. When following the four step process above, here are some tips for supporting decision making or problem solving:

- 1. Make sure the individual understands the decision they need to make or the problem they are faced with.**
 - Explain it using language, pictures, gestures or assistive technology so they understand
 - Break it down into parts so you can explain what the decision or problem is using simple terms
 - Test their understanding by asking the individual to use their own words or way to explain it.
- 2. Help the individual to come up with different options or solutions.**
 - Brainstorm as many options or solutions that you can think of together
 - Help the individual keep track of these options or solutions by writing them down.
- 3. Help the individual to identify the good and bad points of each option or solution and understand the consequences of their actions.**
 - Brainstorm the pros and cons of each option or solution together
 - Help the individual keep track of the pros and cons by writing them down
 - Explain possible consequences of their actions by going through different scenarios.



4. Help the individual to choose the best option or solution.

- Review the pros and cons of each option or solution together
- Based on the pros and cons, support the individual to choose the best option or solution that meets their needs
- Be conscious of your own biases, values and opinions so that you do not influence the individual's decision negatively — it is their decision and you should respect it
- If they have a guardian, keep their guardian informed of the decision the individual makes
- Celebrate their achievements and have fun.



Activity 25.1 Decision Making and Problem Solving worksheet

Suggested time: 15 minutes

Learning goals:

- Understand problem solving and decision making
- Understand how to support problem solving and decision making

Instructions:

1. Play the Unit 25 Instructional Video, pausing where asked.
2. Have learners turn to page 25 in their activity workbook and complete the activity.



Answer key:

1. Name the 4 steps for decision making and problem solving.

Step 1: Clearly identify the decision or issue that you are faced with, Step 2: Brainstorm and list the different options or solutions from which to choose, Step 3: Think about the good and bad points of each option or solution and make a list, Step 4: Select the best option or solution that will make a positive difference in your life.

2. Name the 4 tips for supporting an individual to make decisions and problem solve.

Tip 1: Make sure the individual understands the decision they need to make or the problem they are faced with, Tip 2: Help the individual to come up with different options or solutions, Tip 3: Help the individual to identify the good and bad points of each option or solution, Tip 4: Help the individual to choose the best option or solution.





2. Help the individual to make a plan.

- Think about how they work best (i.e., environment, time of day, task lists, etc.).

3. Work together to complete the Plan My Goal and My Goal Prep worksheets in their activity workbook.

- Encourage them to share their ideas and write these down on the worksheets. Remember that a good plan is realistic, well organized and easy to follow. Support the individual to make changes to their plan in order to improve the process.

4. Help the individual with the activities in their plan.

- Think about things you can do to make the activities easier for them to do on their own or with your support.
- Support them to complete the activities listed in their My Goal Prep worksheet in their activity workbook.
- Stay positive and encourage them along the way.

5. Help the individual to review their plan.

- Think about their progress as they worked on their goal. What did you notice?
- Work together to complete the Review My Goal worksheet in their activity workbook.

6. Celebrate the individual's accomplishments.

- Working hard to achieve one's goal is a great accomplishment. Do something fun together to celebrate a job well done.

**Activity 26.1 Supporting Goal Achievement worksheet**

Suggested time: 15 minutes

Learning goals:

- Understand how to support individuals to make, plan, track and review their goals

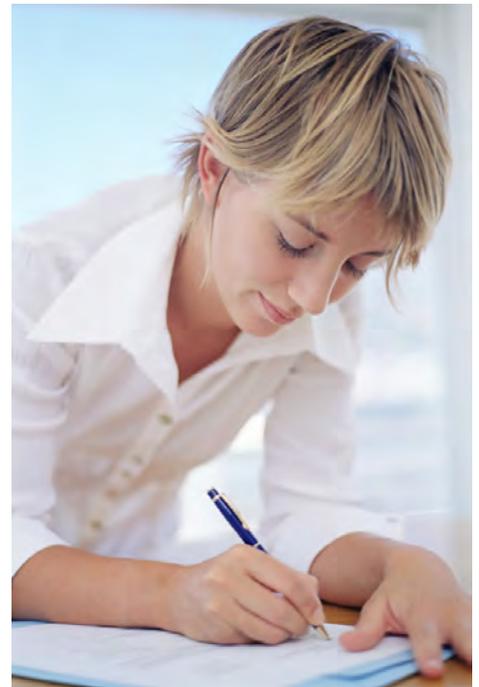
Instructions:

1. Play the Unit 26 Instructional Video, pausing where asked.
2. Have learners turn to page 27 in their activity workbook and complete the activity.

Answer key:

1. Name the 5 tips for supporting individuals to make, plan, track and review their goals.

Tip 1: Help the individual to make a goal, Tip 2: Help the individual to make a plan, Tip 3: Help the individual with the activities in their plan, Tip 4: Help the individual review their plan, Tip 5: Celebrate the individual's accomplishments.



Celebrate achievements

- Vecova



**Activity 27.2 Pre/Post-Test Comparison**

Suggested time: 15 minutes

Learning goals:

- Understand how much they have learned throughout the program

Instructions:

1. Have learners turn to page 32 in their activity workbook.
2. Walk through comparing the pre- and post-tests with your learners.

Step 2. Training Program Evaluation

Suggested time: 15 minutes

In developing resource kits like My History, Our Future it is important that we gather feedback from the learners as well as the facilitators.

Have learners go to page 34 in their activity workbook and complete the evaluation, providing assistance as necessary.

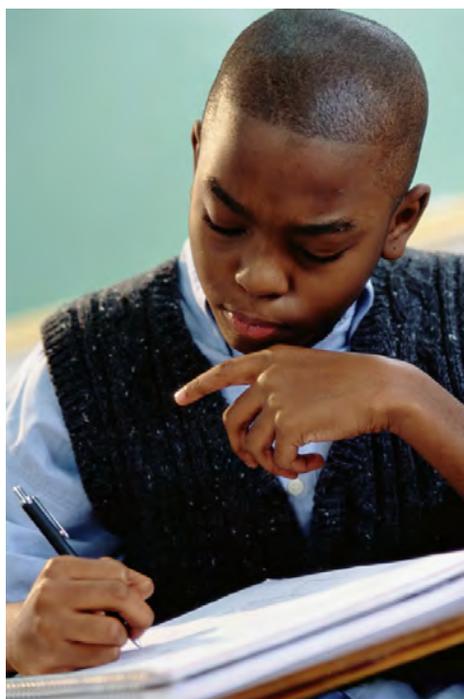
There is a program evaluation for facilitators in the Appendix.

Please mail your completed evaluations to:

Research Services (IMHT Project Lead)
c/o Vecova Centre for Disability Services and Research
3304, 33 Street NW
Calgary, AB CANADA T2L 2A6.

Step 3. Conclusion

Thank you for participating in the My History, Our Future ally training program. We hope the program has been meaningful and you feel ready and excited to go out and support individuals with their self-advocacy. We wish you the best of luck.



Appendix



**Supplementary
Sheets**

PG A1-A3

**Program
Evaluation**

PG A5-A8

Acknowledgements

PG A9-A10

References

PG A11-A14

**Communication,
leadership and decision
making are key to self-
advocacy.**

- Vecova

Supplementary Sheet 1**Information Letter**

Date:

Address:

Dear

RE: My History, Our Future self-advocacy and ally training program

Self-advocacy is an important life skill necessary for citizenship and leading a meaningful life. My History, Our Future is a video-based training program created by the Vecova Centre for Disability Services and Research. Its aim is to teach youth and adults with disabilities how to be self-advocates. Their supporters or allies will also learn how to best support self-advocacy. This self-advocacy and ally program is unique in that it teaches participants about the history of Alberta's disability community and the important work of key advocates in shaping what Alberta is today.

The program is intended to support person-centred planning by enhancing the skills and abilities of persons with disabilities to develop their Individual Service or Education Plans.

Participants develop key self-advocacy skills such as communication, leadership and decision making through practical, hands-on activities. Emphasis is placed on making, planning, working towards and reflecting on self-advocacy goals. After the program, we encourage peer training – for participants to teach their friends how to be self-advocates, too.

By enhancing the self-advocacy skills of individuals with disabilities and the skills of their allies in supporting self-advocacy, the program's fundamental aim is to strengthen the leadership capacity of the disability community.

Sincerely,

**Be the best self-advocate
or ally you can be.**

- Vecova



Supplementary Sheet 2**Ice Breakers**

Remember that icebreakers should be fun and all participants should be respectful of one another.

“What’s in a Name?”

1. Go around the room and have everyone introduce themselves and say something about their name. For example:
 - What is the root of the name?
 - Why did your parents name you that?
 - Do you share your name with any celebrities?

“Movie of Your Life”

(<http://adulthood.about.com/od/icebreakers/tp/partygameenergizers.htm>)

1. When the participants introduce themselves have them state what movie, tv show or song title would be the title for their life.
2. Also ask them to list the character or actor that would best represent them. For example:
 - What movie title describes your life?
 - What song is the soundtrack to your life?
 - What actor, actress or fictional character would play you in a movie?

“What I Like About You!”

1. Play the Song “What I Like About You” by The Romantics
2. Ask the participants to fill in the lyrics as if someone was singing about them. For Example:
 - “What I like about you, **you really know how to dance**”
 - “What I like about you, **you tell really funny jokes**”
 - “What I like about you, **you’re really nice to everyone**”
 - “What I like about you, **you’re a great artist.**”

Program Evaluation**Feedback Form**
(for facilitators and learners)

We would like to get your feed-back on My History, Our Future.

We want your feed-back so that we can keep making resources like this one even better.

We want you to tell us what was good, and what can be better.

Any feed-back that you have will help us!

1. What parts of My History, Our Future did you use?

Please mark your answer with a check-mark .

- Facilitator's Guide
- Self-Advocacy Passport
- Supporting Self-Advocacy Passport
- Instructional Video
- Train-the-Trainer Tutorial

2. Are you a:

- Self-Advocate
- Support Worker
- Teacher
- Student
- Parent?

3. How did you find out about My History, Our Future?

4. Did you find My History, Our Future helpful?

Yes

No

Why or why not?

5. What part of My History, Our Future did you like the best?

6. What part of My History, Our Future did you like the least?

7. Do you have any ideas that could make My History, Our Future better?

8. What did you learn from My History, Our Future?

9. Will you tell others about My History, Our Future?

- Yes
- Maybe
- No

10. Do you have any more comments?

Thank you for taking the time to help us
create resources that meet your learning needs.

Please mail your completed evaluation form to:

Research Services (IMHT Project Lead)
c/o Vecova Centre for Disability Services and Research
3304, 33 Street NW
Calgary, AB CANADA T2L 2A6.

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Please print double sided.



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403.284.1121

www.vecova.ca



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