

Skills for Success Curriculum Resource Cover Page

Organization

CESBA

Curriculum Resource

Promoting Inclusion: Introduction to Self-Advocacy

This course talks about speaking up for underrepresented groups. It includes self-assessment, steps to self-advocacy and ways to approach this process.

Accessibility: As some lessons in this course may contain unfamiliar vocabulary, this PDF course can be opened in Word and converted to a Word document. Instructors may use the Read Aloud Feature in the Review tab for learners who need assistance reading any new vocabulary.

OALCF Alignment

Competency	Task Group	Level
Competency A -Find and Use Information	A1. Read continuous text	2
Competency A -Find and Use Information	A3. Extract information from films, broadcasts, and presentations	N/A
Competency A -Find and Use Information	A2. Interpret documents	1
Competency B - Communicate Ideas and Information	B2. Write continuous text	1

Competency C - Understand and Use Numbers	C1. Manage money	1
Competency D - Use Digital Technology	N/A	2
Competency E - Manage Learning	N/A	1

Goal Paths (check all that apply)

- Employment
- Apprenticeship
- Secondary School Credit
- Postsecondary
- Independence

Embedded Skills for Success (check all that apply)

- Adaptability
- Collaboration
- Communication
- Creativity and innovation
- Digital
- Numeracy
- Problem Solving
- Reading
- Writing

Notes:

Possible milestones for this course:

Milestone 14, Milestone 209, Milestone 57



Promoting Inclusion: Introduction to Self-Advocacy

Includes Answer Guide

Pathway Pillar – Underrepresented Groups

Project Manager: Charlotte Parliament, CESBA Program Manager

Project Coordinator: Debera Flynn

Project Consultants: Angela Williams and Susan Boyd

Project Support: Paul Cox, CESBA Executive Director

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Promoting Inclusion: Introduction to Self-Advocacy

What is Self-Advocacy?



Self-advocacy means speaking up for yourself. It means understanding your needs and helping other people to understand your needs as well. It can be hard to do. It is not always easy to talk to

people about what you need.

Needing to speak up for yourself can happen anywhere. Self-advocacy is important at home, at work and in a classroom.

Using self-advocacy as the way to say speaking up for yourself started in the 1960s. It started in Sweden, when some young adults with disabilities started their own groups, to work on taking over their own lives and choices.

This course will help explain ways to advocate (speak up for yourself) and talk about rights and making decisions. Doing this can

help people become more confident and find it easier to talk about feelings and needs.

Help with Words

This course will have words that have to do with self-advocacy. You may know some or all these words. If you find a word you do not know and you want help with how to say this word, or what it means, you can use an online site to help.

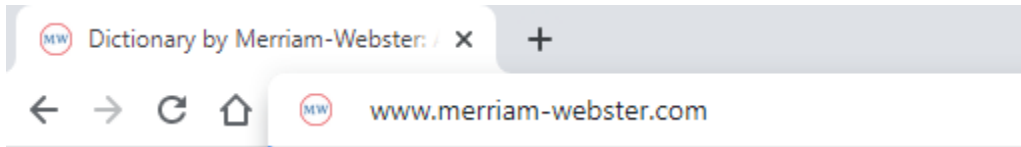
Looking Up Words Practice

If you read words in this course and want to know what they mean or how to say them, you can find information at www.merriam-webster.com. You can click on the sound icon (picture) to hear how the word is said if you are not sure.

Try this activity:

1. Open the web browser on your device (Google Chrome, Firefox, Edge, Safari).
2. Click on it twice to open it.

3. Type www.merriam-webster.com in the white address bar at the top of the page.





4. Type the word in the dictionary's search box. Try searching the word **awareness**.



5. Tap the Enter key on your keyboard.

6. Look at the word awareness. Click on the speaker icon (picture) to hear how to say the word. Be sure your volume is turned up on your device to do this.

awareness noun

aware·ness ə-ˈwer-nəs  

Click to hear how the word is s


: the quality or state of being **aware** : knowledge and understanding that something is happening or exists

| promoting a heightened *awareness* of the problem

| seemed to have only a slight *awareness* of what was going on

| an acute *awareness* of subtle differences

Lesson One: How to Start



Self-Advocacy:
Know Yourself,
Know What You
Need, Know How
to Get It

The best place to start with self-advocacy is self-awareness. Self-awareness means to know yourself. This means learning all you need to know about what you feel strong doing (strengths) and where you might need help (weaknesses).

Thinking about what you need to succeed; what your goals are, and how you can get support at work, school or home is important when speaking up for yourself.

There are three ways to work on self-advocacy.

1. Talk about your needs.

What would you like to do? What would you need to make that happen? Maybe you would like to learn to drive but find it hard to study and remember all the information for your G1. Maybe you know that if your boss gave you a checklist, you could easily remember everything you need to do at work each day. Maybe you

need to record school lessons because you find it hard to write as fast as your teacher talks.

2. Find out how to get what you need.

After you know what you feel strong doing and what you might need to reach your goals, there are some ways to help make this happen. One way is to join an adult learning class to work on skills and get training. Another way is to ask for accommodations. This is using a different way to do something, like using a checklist to remember work tasks or using a reading program on a device to help you learn driving rules. You can ask for changes (called modifications) as well. For example, asking for a chair to work on a factory line because you have back troubles, so you can work at the same speed as the other workers.

3. Learn about your rights.

Everyone has the right to an accessible home and workplace. They have the right to healthcare and education. They have the right to earn the same pay as everyone else. If you have a disability or illness you may have to speak up to make sure you get these rights and are

treated fairly. There may be some people who think you should feel lucky with less, but you can work to change that mindset and be treated fairly.

In Ontario, accommodations for persons with disabilities is something a workplace must do if the changes will not hurt the business or another worker. This is called the Duty to Accommodate.

<https://www.ohrc.on.ca/en/policy-ableism-and-discrimination-based-disability/8-duty-accommodate>










Activity 1: Talking About Your Goals

Look at the list and check any goals you may have for your learning. Use this as a place to start to talk about what you would like to do and what you need.

My Learning

Check the right answer(s)

I want to be in this class because:

- I want to get a job. 
- I want to go into a trade. 
- I want to read better. 
- I want to write better. 
- I want to learn math. 
- I want to finish high school. 
- I want to learn computers. 
- I want to do more things myself. 
- I have a learning disability and want to find the best way to learn. 

- I want to learn more before I pick a goal.



I hope to learn _____ in this class.

Lesson Two: What is an Underrepresented Group?



An underrepresented group is a group of people that have smaller numbers in a community, or workplace.

A woman who works as a carpenter is part of an underrepresented group because the job has more men than women. In workplaces in Ontario, people who have disabilities, learning troubles and mental health issues are underrepresented.

In some places, things might not be fair for the groups with the smaller numbers. This can make it hard for workers to do well and makes them feel sad or as if they are not as important at work.

Sometimes it is hard for these groups to be feel understood and heard.

One of the reasons being in an underrepresented group can be hard is that there are not as many, if any, people running the workplace from that group. One of the reasons is because there are less people in this group to become managers. Sometimes people do not understand or think about the challenges (troubles) that underrepresented groups might have at work until they are told about them.

If something is keeping a worker from reaching their goals, it is good to talk about what they need to make these goals happen. If not, they may not feel good about themselves. They may get upset and not be able to work as well. It is good for both the worker and the workplace to talk about and understand what is needed. Employers that work to support underrepresented workers have inclusive (where everyone feels welcome) workplaces. These workplaces are more positive.

Activity 1: Underrepresented Groups

1. Think of 3 underrepresented groups (groups of which there are less people) and write those groups on the lines below. Think about the workers who might have a harder time in the workplace.

2. Why is it good for these groups to talk about their needs and goals?

Lesson Three: Staying Safe and Healthy During Self-Advocacy

Whenever you need to speak up for yourself remember that the most important thing is to keep yourself safe. You can only control how you act. Always act in a way that will make you proud of yourself and your actions. You cannot control how other people act or respond to you. If you think the person you talk to will get angry when you self-advocate, make sure you have help and support or

someone with you. Be calm, honest, and patient, and plan to be safe.

Sometimes the events of the day seem against us. You will have days where things do not work out the way you had hoped. There may be challenging situations if your day depends on others, such as customers, co-workers, friends, family, etc. You might have good days and not so good days when speaking up for yourself. Dealing with stress in a positive way can help with these days.

Sometimes when you are self-advocating it might not work out the way you had hoped. If things do not go your way, do not blame yourself. Be kind to yourself and care for yourself. Self-advocating is sometimes a difficult fight to have with people who might not understand and/or see your needs and value.

Self-advocating may at times be seen as being pushy even though it is not. Remember you know your rights and are making sure that you can perform as well or even better than those around you. Even though you should not give up, you may need a break to relax and

think about what to do next. This is where having ways to deal with stress can be most helpful.

Finding Ways to Deal with Stress



There are many ways that people deal with stress.

Some ways of dealing with stress are healthy, such as working out, talking about

problems, spending time outdoors, taking a hot bath, and listening to music. Some ways of dealing with stress are not healthy, like drinking alcohol, smoking, or eating junk foods.

Finding something that helps you and that is also healthy for you, will help you be more successful. It is good to plan on how you will deal with stress.

Activity 1: Healthy Ways to Deal with Stress

Look at the photos on the next page. Circle the pictures that you feel deal with stress in a good way.



Activity 2: Stressors



Stressors are things that happen that cause you stress. For example: having a friend cancel plans or having problems using your computer.

Can you think of some stressors that always make you feel anxious or stressed? If so, list stressors on the lines below.

Lesson Four: What is Assertiveness?



The best personality (how you act and think) to have when talking about your needs is an assertive personality. It is a way to speak up that is honest and respectful. Assertive people not only look out for themselves but also try to respect the needs of others. Assertive

people look for answers that make everyone happy. They do not let people treat them badly, but they also do not treat other people badly. They try to work with people to get the best result for everyone.

Letting someone treat you badly and/or ignore your needs is called being passive or having a passive personality. Self-advocates are not passive because they know their rights and how they should be treated by others.

ASSERTIVE PERSONALITY	PASSIVE PERSONALITY
Both people are okay.	They are okay but you are not okay.
Feeling good about yourself and other people.	Does not feel good. Do not feel respected or heard.
Best way to get what you want and keep good feelings.	Worried about other people more than yourself.
Not as stressed.	More stressed.

Speaking up for yourself (self-advocating).	Not speaking up for yourself (not self-advocating).
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Activity 1: Which Personality?

Maria has a muscle disorder. She works doing food prep and dishwashing at a restaurant two days a week. Maria's boss asks if she can do more shifts until he hires a new employee. She tells him she is happy to help but says she cannot work more than 6 hours a day and needs to work every second day. Doing 2 days together will cause her too much muscle pain. She is trying to help her boss but also take care of herself at the same time.

Is Maria being assertive or passive?

2. John books a time to go to a new diner with friends in three months. One of his friends cannot walk up steps. He finds out when making the reservation that the restaurant has steps to walk up. It is the only way in. He talks to the owner and offers to help him make the diner accessible (able to use) for everyone. The owner says that

he will not ever need to do that. He does not think it is important. John cancels his booking and starts researching how to file a complaint because it is discrimination.

Is John being assertive or passive?

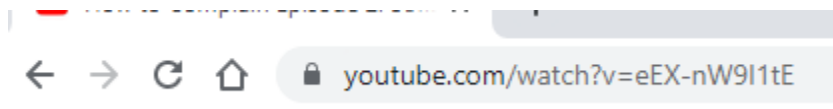
3. Jin gets support from his college's learning centre. He has dysgraphia (a learning disability that makes writing hard). The college makes accommodations for him. He uses speak to text for schoolwork and exams. A new instructor tells him he cannot use speak to text in his class and that he must write the answers. Jin is sad and feels embarrassed speaking up, so he does what he is told. He has studied a lot and knows the answers but when the time limit is done for the exam, he is still writing and is not allowed to finish the test.

Is Jin being assertive or passive?

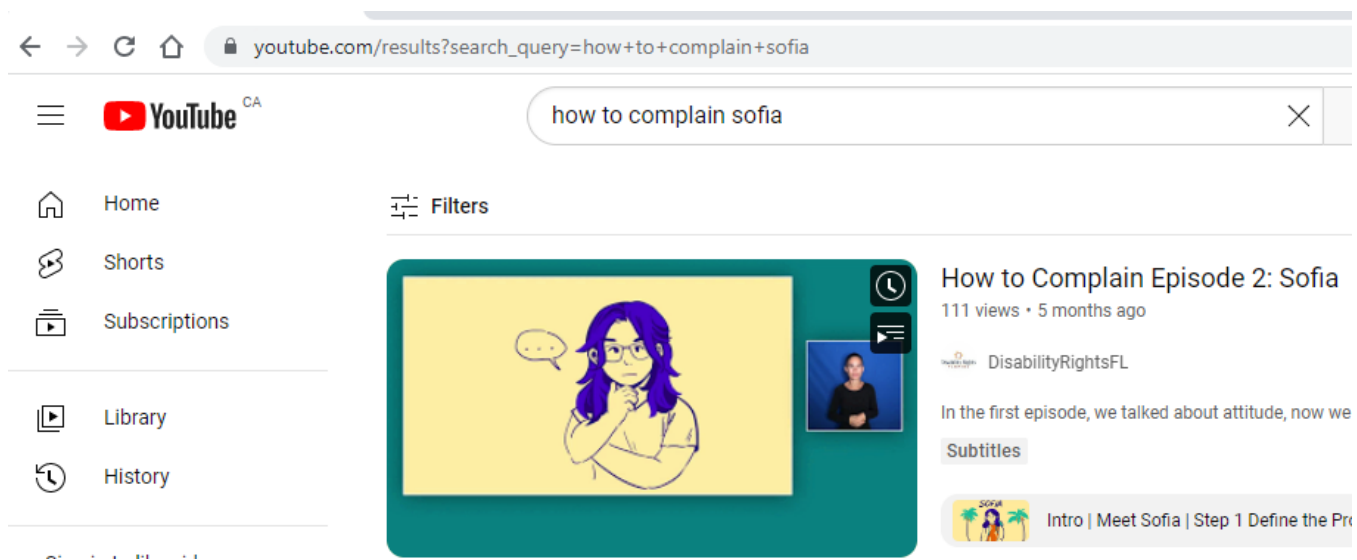
4. Is there anything Jin can do about what is happening to him?

For ideas please open your web browser (Google Chrome, Edge, Firefox, or Safari) and type this address into your address bar.

<https://www.youtube.com/watch?v=eEX-nW9I1tE>



Or, type in YouTube.com and search **how to complain Sofia** in the search bar.



After watching Sofia’s video, what should Jin do to speak up for himself?

Being Assertive Using I Statements



An I statement just means talking about yourself and your feelings. It is a good way to speak up for yourself and be assertive. If you make it about you and your needs, then the person you are talking to or writing to will feel better about what you are saying.

Examples of I Statements:

“I need more time to read the food orders when they come in. I feel if I can have this time, I will make less mistakes and be able to cook faster.”

“I will need extra time to finish my exams. In high school, I had a plan that gave me an extra hour on tests, and it worked out well for me and for the school. I hope to get the same accommodations here.”

Activity 1: Using I Statements

Carla’s boss knows she has a disability. Her boss leaves her checklists to help her remember tasks each day, but he has not left her any for the last two weeks.

When she had the lists, Carla was working well and working at the same level as her coworkers. Now that she does not have them, she has missed some tasks and one of her coworkers is getting angry.

Carla is going to email her boss. Circle the best way for her to write this email.

1) You keep forgetting my lists and it is making me a bad worker. You are not helping me the way you should.

2) I hope you can leave me lists again this week. I need that accommodation to remember my tasks. Having lists makes me a better worker.

Try using an I statement.

Joe keeps making plans with Mary to do something together, and then Joe always cancels them at the last minute, and this upsets her.

What could Mary say to Joe?

I _____

Review: Self-Advocacy Tips

Read the list below. It has tips for self-advocating.

Before speaking up for yourself.

- Clearly outline the problem.

- Come up with a solution or a way to help that problem.
- Research your rights.
- Plan ways to deal with stress.
- If you can, put your request in writing, so you have a record.

When speaking up for yourself:

- Be respectful and honest.
- Remember to not become angry or frustrated.
- Use I statements.
- Explain what you need and why you need it.
- Be as assertive as possible.
- Share the solution(s) you would like for the problem.

Review Activities

Part 1: Self-Advocacy Survey

Look at what the numbers mean here. Pick the number that is the best answer for you. Circle the number that is best for each question on the next page.



5 – Always

4 – Most times

3 – Sometimes

2 – Not often

1 - Never

1. How often do you tell people about what you want and need?
5- Always 4-Most times 3-Sometimes 2-Not Often 1-Never

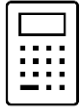
2. Do you make your own choices about supports,
accommodations and activities?
5- Always 4-Most times 3-Sometimes 2-Not Often 1-Never

3. Do you describe and talk about your needs?
5- Always 4-Most times 3-Sometimes 2-Not Often 1-Never

4. Can you talk about your strengths and weaknesses on your
own?
5- Always 4-Most times 3-Sometimes 2-Not Often 1-Never

5. Do you offer solutions and ideas to help with your weaknesses?
5- Always 4-Most times 3-Sometimes 2-Not Often 1-Never

6. Do you speak up for yourself when you need to?
5- Always 4-Most times 3-Sometimes 2-Not Often 1-Never



Use a calculator to total your score (the numbers you circled) from the survey.

What was your score? _____

If your score was higher than 20 you are well on your way to being a great self-advocate.

If you scored lower than 20, that is okay, just practice the information that you have learned in this course.

Part 2: Offering Solutions

Read the example below and give 2 solutions that might help Henry.

Henry works in a warehouse. He has some trouble reading quickly. The boxes need to be sorted into one of six categories when they get off the truck, and it takes Henry longer than the other workers to read each item's names, and codes on the boxes.

What ideas could he give to his boss to help him work at the same level as his coworkers? You can ask your instructor for help on this activity if you need it.

1. _____

2. _____



Congratulations! You have finished this course.

Promoting Inclusion: Introduction to Self-Advocacy – Answer Guide

Lesson One: How to Start

Activity 1: Talking About Your Goals

Learner needs to check at least one box from the checklist and must include something on the line that wants to be learned in class.

Lesson Two: What is an Underrepresented Group?

1. Think of 3 underrepresented groups (groups there are less of) and write those groups on the lines below.

Answer should contain 3 underrepresented groups.

Sample answer: Persons with disabilities, mental health issues, chronic illness, women in some jobs, minorities, immigrants.

2. Why is it good for these groups to talk about their needs and goals?

Answers will vary. Marks are given at the discretion of the instructor.

Sample answers: Bosses and supervisors, even family or teachers might not understand the needs of underrepresented groups if they are not a part of one. The best way to promote inclusion/ fairness is by talking about things.

Lesson Three: Staying Safe and Healthy During Self-Advocacy

Activity 1: Healthy Ways to Deal with Stress



Activity 2: Stressors

Answers will vary. Marks are up to the discretion of the instructor.

Activity 1: Which Personality?

1. *Maria is being assertive.*
2. *John is being assertive.*
3. *Jin is being passive.*
4. *Answers may vary. Answers should reflect material shared in the video.*

Sample answer. Jin can research his rights and talk to the learning centre about what happened. He can then email his instructor or see him during help hours away from the class and discuss the accommodations he needs.

Being Assertive Using I Statements

Carla is going to email her boss. Circle the best way for her to write this email.

1) You keep forgetting my lists and it is making me a bad worker. You are not helping me the way you should.

2) I hope you can leave me lists again this week. I need that accommodation to remember my tasks. Having lists makes me a better worker.

2. Try using an I statement.

Joe keeps making plans with Mary to do something together, and then Joe always cancels them at the last minute, and this upsets her.

What could Mary say to Joe?

Sample answer: I feel upset and sad when we do not get to spend time together like we planned.

Review Activities

Part 1: Self-Advocacy Checklist

Learners completes the survey correctly. Learner calculates marks from survey.

Part 2: Offering Solutions

Learner shares two possible solutions that could assist Henry with his workplace issue. Answers will vary.