



Be a Strong Advocate
FOR YOURSELF AND OTHERS
Student Workbook



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Advocacy is knowing what you need for yourself or others and then being able to communicate it. This workbook gives you experience with the core skills you can use to reach your goals.

This workbook corresponds with the Advocacy for Self and Others Teacher’s Manual, with lessons and activities. You can find it at the Alaska Division of Vocational Rehabilitation resources page. Photos in this workbook are copyrighted and purchased for use in this curriculum.



Your Interests



What are your interests? **Circle those you know you like**, and **put a star next to those you want to try**. If you know you DON'T like something, you can **cross it out**.



Play video games

Fun with friends



Sports & athletic activities

Art & crafts



Exercise & move your body

Time with family members



Winter fun like sledding

Music: Play instruments



Music: Sing

Watch TV shows & movies



Read books or graphic novels

Social media



Dance or take dance classes

Photography & selfies



Shopping

Cooking & baking



Other _____

Your Interests



Circle those you know you like, and put a star next to those you want to try. If you know you DON'T like something, you can cross it out.



Write for fun (Journals/poetry)

Volunteering for community service



Skateboard & longboard

Being outside on the Land



Bike ride or mountain biking

Listen to music



Watch & make YouTube videos

Science and STEM projects



Travel

Cultural dance, drumming, & singing



Traditional art

Harvest & subsistence activities



Spend time with Elders

Making Tribal regalia



Share your interests with a learning partner, and listen to their interests.

What did you have in common?





See the Strengths in Yourself and Others



When you know your strengths, you can use them to help you overcome challenges.

Circle the strengths you feel you have, and put a star by the ones you want to develop more:

| | |
|-------------|---|
| Resilience | Being strong when things are tough and not giving up easily. |
| Optimistic | Being hopeful and looking on the bright side of things. |
| Empathy | Understanding how others feel and caring about their feelings. |
| Courage | Being brave and not being afraid to face challenges. |
| Integrity | Telling the truth and doing the right thing, even when no one is watching. |
| Compassion | Showing kindness and helping others when they need it. |
| Respectful | A positive feeling or action shown toward someone or something that is seen as important. |
| Creative | Using your imagination to come up with new and cool ideas. |
| Determined | Staying strong and not giving up easily. Working hard to reach your goals. |
| Open-minded | Being open to new ideas and different ways of thinking. |
| Confident | Believing in yourself and your abilities. |
| Patient | Waiting calmly and not getting frustrated, even when things take time. |
| Humility | Being modest and not thinking you are better than others. |
| | |

See the Strengths in Yourself and Others



Circle the strengths you feel you have, and put a star by the ones you want to develop more:

| | |
|--------------------|---|
| Self-discipline | Controlling your behavior and making good choices. |
| Teamwork | Working well with others to achieve a common goal. |
| Organized | Keeping things neat and in order. |
| Initiative | Taking the first step and being a go-getter. |
| Curious | Being eager to learn new things and asking lots of questions. |
| Leader | Being a good role model and helping others. |
| Good communication | Talking and listening in a way that others can understand. |
| Responsible | Doing what you're supposed to do and being dependable. |
| Focused | Staying on track to finish a task or reach a goal. |
| Resourceful | Finding clever solutions to problems. |
| Grateful | Being thankful and showing appreciation. |
| Generous | Sharing with others and being kind-hearted. |
| Using Time Well | Being on time and not keeping others waiting. Using your time well to get important things done. |
| Tolerant | Respecting and accepting differences in others. |
| Flexible | Being able to change and adapt when needed. |
| Self-aware | Knowing your own feelings and thoughts. |
| Sense of humor | Enjoying funny things and making others laugh. |



Share your strengths with a learning partner, and listen to their strengths.



Challenges and Supports

Everyone faces challenges. When you know how to use your strengths and ask for support, the challenges are easier to manage.



Common kinds of challenges students have—

Do you have a hard time with any of these?

| | | | |
|--------------|------------------------|---------------------|----------------------|
| Reading | Making friends | Expressing thoughts | Taking tests |
| Math | Body works differently | Sensitive to sound | Following directions |
| Organization | Attention | Sensitive to light | Managing emotions |
| Speech | Time management | Transition times | |

Accommodation—One kind of support that helps people at school or work.

- At school, an accommodation is a support that helps you *reach your academic goals*.
- At work, an accommodation is a support that *helps you do your job*.

Examples of accommodations:

Picture charts for staying on task and knowing what comes next

Time with a tutor 1:1 to work on skills like math, speech, and reading

Note taking help

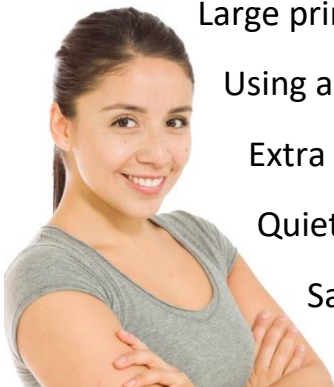
Large print

Using an iPad to help with speech/expressing ideas

Extra time to take tests

Quiet place to take breaks

Same schedule each day





Your Turn

What are some challenges you face at school?

What are accommodations that help you in school?

What are accommodations that could help you at work?



| | |
|-----------|----------|
| Monday | Tuesday |
| Wednesday | Thursday |
| Friday | Saturday |
| Sunday | Note |





SMART Goals: How to Reach Your Dreams

Setting goals is an important way to make progress to get things that you want in your life. Most big goals need to be broken down into smaller steps so they can be done. If your goals are SMART, you will be more likely to reach them. **A SMART goal is very clear, and has the actions to achieve it built right in.**



When you set a goal, practice making sure it has all of these parts in it:

Specific—You need to make it detailed and exact. What exactly are you trying to accomplish or do?

Measurable—You have a way to know if you completed your goal. You understand how much further you have to go, if you don't complete it the first time you try.

Attainable—You have everything you need to do it right now.

Relevant—Everything in your goal is working to help you reach it.

Time Based—Knowing *when* you will do the actions in your goal makes it more likely you will do them.

Ask yourself “how confident am I that I can do what I said in my goal?” If you are not very confident, what can you change to boost your confidence?

Brittney's Basketball Dream



Brittney wants to play basketball. She loves watching basketball games and dreams of playing on a college team. That is a big goal! She knows she won't just wake up one day as a college basketball player. It will take some work, and reaching some smaller goals first. She set a smaller goal to try out for her high school basketball team that is 6 weeks away. To get ready, she set a SMART goal:

To get ready for the basketball tryouts in 6 weeks, I will run a mile every day and play basketball with my cousins 4 times a week. Her confidence that she could do this was a 6 out of 10.

Is this goal SMART? Should she use this goal, if her confidence is only a 6?

It does have the elements of being a SMART goal, but if her confidence is only a 6, she needs to change something.

Brittney looked at each part of her goal, to see where she could change something to boost her confidence.

Specific: Get ready to try out for the basketball team.

Measurable: How will she know that she reached her goal? Being strong and confident for the try outs, and going to the try out.

Attainable: I will run a mile every day and play basketball with my cousins 4 times a week. *Hmmm...will I be able to run every day? What happens if my cousins can't play? This is where my confidence isn't as strong.*

Relevant: Running will help me get stronger, and playing ball with my cousins will help me with b-ball skills.

Time Based: There are 6 weeks until the tryouts. *Seems long enough, I will get stronger through running and playing basketball as much as I can.*

What do you think she could change that would help her feel more confident about her goal?

She thought for a moment. Setting a goal to do something *every day* can be hard. Also, she didn't know if her cousins could play b-ball as much as she wanted. She thought she could change it a little and still meet her goal of being strong and ready for the tryouts. She re-wrote her goal:

I will run a mile at least 5 days of the week, and play with my cousins 3 times a week. If they can't play, I will go by myself and do shooting drills.

Now, with those changes, Brittney was at an 8 in confidence that she could do it. She was ready to get started!



Your turn

Think about a goal that you want to reach, and practice writing it so it is SMART:

S—What is your goal? _____

M—How will you know you have done it? _____

A—Do you have what you need to do it? _____

R—If you do what you plan, will you achieve your goal? _____

T—When will you do it? _____

How confident are you that you can reach your goal, on a scale of 1–10, where 1=not confident, and 10=totally confident? _____



If your number is less than an 8, what can you change to boost your confidence?

Notes about your interests, strengths, goals...

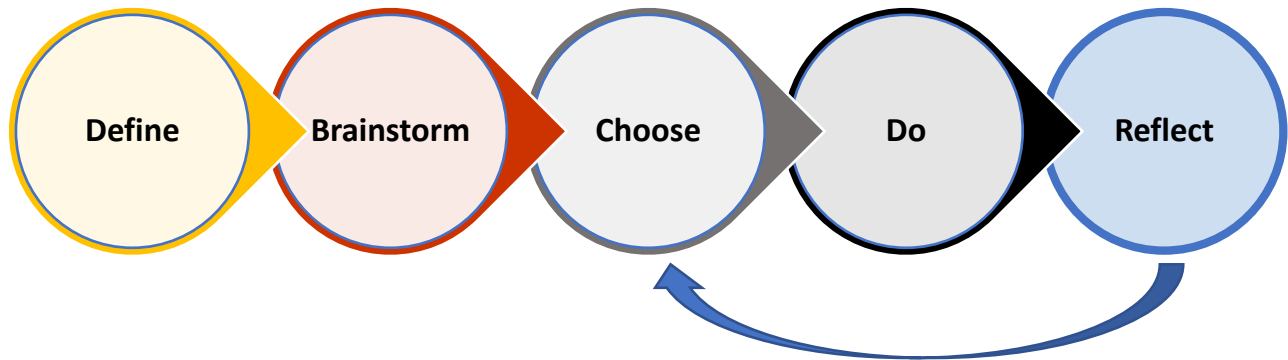




How to Face a Challenge

When you set a goal, it is normal that you will run into challenges that you didn't expect. When you face a challenge and are able to get past it, it makes you stronger and builds your confidence.

Next time you face a challenge, try these steps to find a way forward.



1) Define the challenge, and why it is happening.

In this step, you think about your situation. What is causing it to happen? Ask yourself a series of “Why” questions to understand it better.

2) Brainstorm possible actions.

What needs to be done, or what needs to be changed, in order to face your challenge? You can share your goals with family members or Elders, and see if they offer ideas or stories that help you. You can ask a trusted friend.

3) Choose an action to try.

4) Do the action you decided to try.

5) Reflect.

Did your action help you face your challenge? If not, you can choose another idea to try.

Adapted from the *Traditional Alaska Transition Curriculum (2020)*

Tim's Challenge



Tim was very shy and didn't like to speak in class. He had been teased about his voice being different. He avoided situations where he had to speak in front of others. He learned that he was going to have to give a presentation for a class, and it was worth a lot of points toward his grade. He felt very anxious about it, and didn't know how he could do it.

Step One: Define the Challenge

What is the challenge or problem?

What is causing it?

Tim asked himself a series of "Why" questions to better understand his challenge:

"Why am I scared of speaking in front of others?" *I don't want to get teased because my voice is different.*

"Why?" *Because I was teased in the past, and I didn't like it.*

"Why?" *Other kids thought my voice was different.*

"Why does that matter?" *I want people to listen to what I have to say, not how I sound.*

Step Two: Brainstorm possible actions

Now that Tim better understands why he isn't comfortable speaking, he thought about ways he could put the focus on what he has to say.

He thought of these different ideas:

- Ask to do a video project with pictures and music and written words.
- Ask to work with a partner he trusted and do the presentation together.
- Practice his presentation in his room or with his family.
- Practice the presentation with a friend until he felt more comfortable about sharing his ideas using his voice.

Step Three: Choose an action to try

Which action or actions should Tim try? He decided to ask the teacher if he could do a video project instead of presenting.

Step Four: Do the action you decided to try

Tim sent his teacher a message and asked if he could do a video project instead of presenting to the class. She responded that he could use video in his presentation, but that talking in front of the class was required.

Step Five: Reflect and try another idea if the first didn't work

Tim went back to his list of ideas. Since he couldn't just do a video, he decided to try a combination. He would practice with his sister, then practice with a friend. He would use a video to get some of his messages across.

How did it go? Tim worked on the video part of his presentation to share his main ideas. He asked his older sister to practice his presentation with him. When he felt comfortable with that, he practiced it with his friend. His friend practiced doing his as well. Tim was surprised to see his friend was nervous too! He wasn't the only one.

The day of the presentations, Tim went near the beginning to get it done. He showed his video and read his notes. Nobody laughed, and the teacher said he shared great ideas in a creative way. He had faced his challenge!





Your Turn: Facing a Challenge Activity

Practice the steps:

1. What is a problem or challenge you have that is stopping you from reaching your goal? _____

2. Understand more about the challenge or problem: What is causing it? Why is it hard for you? Why does it feel important?

3. Brainstorm ways to overcome the challenge:

4. Pick one to try: Which one do you pick? _____
5. Try the idea you picked.
6. Reflect: How did it go? Did you overcome your challenge and reach your goal? If yes, great! _____
7. If no, what is the next thing you will try? _____

Remember the steps the next time you feel stuck or frustrated. The more you practice overcoming challenges, the more confident you will feel that you CAN overcome challenges when they happen.



Believe in Yourself

Turn a negative thought or belief around...One way to gain a positive mindset is to use “self-talk” to turn negative messages and beliefs around. Self-talk is the way you talk to yourself in your mind. It can be positive, or it can work against you. “Negative” thoughts are the negative ideas that get in your way and keep you from doing as well as you can. In three steps, you can turn it around.

- 1) Be aware of the negative thought.** It can be really hard at the beginning, but a good way to start is to stop and pay attention when you have a negative thought about yourself or your skills. Say to yourself “I am having a negative thought.”
- 2) Correct the negative thought by noticing what parts are not true.** Statements like, “I am not good at **anything**,” “I **always** do _____,” “I **never** will _____,” “I am so stupid” are not really true, and only stop you from doing well.
- 3) Think of a positive thought to replace the negative.** This is called an *affirmation*. “I can do this,” “I am learning something new, it is okay I don’t know this yet.”

Your Turn

It takes practice to turn negative thoughts around and have a positive mindset.

1. What is one negative thought you have told yourself?

2. Now, cross out any words that are really not true. Circle anything that has some truth to it. How can you correct the negative thought? _____

3. Replace the untrue part of the thought with a true and realistic positive statement, called an “affirmation.”



**Share your thought and how you turned it around with a partner.
Listen to their thought and how they turned it around.**

The Power of a Positive Mindset



Autumn Ridley is a Native Youth Olympics Athlete and record-setter. She uses a positive mindset to reach her goals. Watch this short video, and answer the questions below.

I am a Native Youth Olympian (4:04):

<https://www.pbs.org/video/indie-alaska-i-am-native-youth-olympian/>



How did Autumn Ridley build her confidence to set a new record?

How did she stay motivated to learn her sport?




What is Autumn's advice for reaching her goals?

What gives Autumn strength during her competitions?

When you are facing a challenge, what gives you strength? What motivates you?



Communication Styles

| Passive | Aggressive | Assertive |
|--|--|---|
|  |  |  |
| <p>A person with a passive style may have difficulty saying what they want or need. They may tend to accept what is happening to them without protest, even when it is unfair.</p> <p>A person with a passive style may struggle with speaking their mind, and will wait to see if other people will speak up or do something first.</p> | <p>A person with an aggressive style will get what they want or need at the expense of another person.</p> <p>People may avoid being around this person because of their aggressive style.</p> | <p>When someone is assertive, they make their own choices. They speak up and/or act appropriately to get what they want or need for themselves or others.</p> <p>People often confuse assertion with aggression, but there is a big difference.</p> |



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Jasmine Chooses How to Talk to Her Sister



Jasmine shares a room with her sister. Jasmine likes to keep things neat on her side, with her clothes folded on her shelf. Her sister is more relaxed about her stuff and often leaves dirty clothes on the floor. Jasmine was walking across the room and tripped on her sister's clothes, and she felt angry.

Write an example of how she could respond with each of the three styles:



Passive _____



Aggressive _____



Assertive _____



Share your examples with a partner. For each example, talk about what might happen next if Jasmine said those words. Together, decide which style would have the best outcome.



Sharing and Listening

Sharing with others and listening to them are important relationship skills. Think about what it feels like when someone really listens to you.

Active Listening: How can you tell someone is really listening to you?

- Pay attention to the other person.
- Focus on what they are saying with their words, expressions, and body language.
- Ask questions to show you are interested and to make sure you understand what they are sharing.
- Let them speak and finish without interrupting.
- Don't look at your phone or do other things while they are talking.



Answer these questions after the Sharing and Listening Activity—

What was it like to answer questions about yourself?

How did you know your partner was really listening to you?

What was it like to get to know your learning partner?

How did you show them you were listening?





FACE CHALLENGES + STRENGTHS + SUPPORTS + GOOD COMMUNICATION = STRONG ADVOCATE

Your Personal Profile—Putting It All Together

Use these pages to pull together the information you can use in your presentation. Your teacher will share options for how you can do the presentation.

Your Interests—Write at least 4 of your interests (pages 2–3).

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Your Strengths—Write at least 4 of your strengths (pages 4–5).

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Your Challenges—Write at least 2 challenges you have (pages 6–7).

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |

Accommodations—Write at least 2 supports that help your learning (page 7).

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |





FACE CHALLENGES + STRENGTHS + SUPPORTS + GOOD COMMUNICATION = STRONG ADVOCATE

Your Goals—Share 1–2 goals you have, written in SMART format (page 10).



How You Overcome Challenges or Solve a Problem—

Share one example of how you used the problem-solving steps to overcome a challenge (page 15).

Positive Mindset—How do you use a positive mindset to reach your goals? (page 17)

Your Communication Style—What style are you most comfortable using? What do you want to improve or do differently? (pages 18–19)



FACE CHALLENGES + STRENGTHS + SUPPORTS + GOOD COMMUNICATION = STRONG ADVOCATE

My Presentation Plan

Think of your presentation as a story with a beginning, middle, and an end. This is a story about you. Your strengths, your interests, your challenges, and what helps you do your best.

What images or pictures can you share to bring each part of this story to life?

Where can you use humor in your presentation? _____



Clear communication—

Practice sharing your presentation. Speak clearly and take your time. Sometimes people talk fast when they are nervous. The more you practice, the more comfortable you will be.

Practice standing or sitting with confident body language as you give your presentation.

