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**Setting and Respecting Personal Boundaries**

**October 2016**

**Element 3: Description of the Lesson Implementation**

**Creating Relevancy and Making Connections to Prior Learning**: 4 choices were displayed for the students. Students then moved to a designated corner based on the choice they made. Students then discussed with the group at their designated corner why they made that choice and then defended their choice to the other groups. This was meant to introduce the idea of self-advocacy by defending their position or choice. Students then read the definition of self-advocacy with a shoulder partner and talked about how the 4 corners activity related to the definition.

**Think Aloud and Collaborative Group Discussion:** Participants then split up and engaged in a gallery walk. At each ‘station’ students viewed different scenarios using QR code readers. Students then analyzed each problem, brainstormed advocacy skills as possible solutions, and recorded their responses on the chart paper.

**Skill Based Practice and Collaborative Groups:** The students then broke into smaller groups and together chose one of the scenarios from the gallery walk to create a skit on. Students worked together to develop a skit based on one of the solutions brainstormed from the gallery walk. Groups were to make sure their skits contained multiple components of effective self advocacy.

**Hands on Activity:** Students then presented their skits to the whole class. Audience members completed an evaluation checklist based on the components of effective self-advocacy in order to give feedback to the performing groups.

**Reflection:** After each group performed their skit, groups received their audience feedback forms. Each group was then asked to reflect on their performance and self-reflect/evaluate their self-advocacy skills by answering the following questions:

 What did you do well?

 Did your skit include multiple components of effective self-advocacy?

 If not, what could you have done differently or do differently next time?

**Check for Understanding:** To end the lesson, students were asked show their learning by writing refusal statements to 3 peer pressure statements.