

ACTIVITY WORKBOOK

It's My History, Too!

**My History, Our Future
Self-Advocacy Passport**
A self-advocacy training program for
youth and adults with disabilities



EASY READING



Vecova Centre for Disability Services and Research is a leading-edge, registered not-for-profit charitable research and service organization that has been building the capacity of persons with disabilities and enriching communities through leadership, innovation and collaboration since 1969. Affiliated with the University of Calgary we are recognized as a leader in the field of disability services and research.

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Table of Contents



PG 1
What's in Your Workbook?

Unit



PG 9
Intro and Pre-Test

Unit



PG 13
What is Self-Advocacy?

Unit



PG 17
**What Does Self-Advocacy
Look Like? Who Can
Support Self-Advocacy?**

Unit



PG 21
Knowing Your-Self

Unit



PG 27
Knowing Your Rights

Unit



PG 29
**Make, Plan, Track and
Review Goals**

Table of Contents

Unit



PG 39

Communication

Unit



PG 45

Telling Your Story

Unit



PG 49

Public Speaking

Unit



PG 51

**How to Write Your Story
and Give a Presentation**

Unit



PG 65

What is History?

Unit



PG 67

**Life in Institutions and
Leilani Muir's Story**

Table of Contents

Unit

13

PG 71

**Community Schools and
Winnifred Stewart and
Christine Meikle's Story**

Unit

14

PG 75

**Life in the Community and
Self-Advocacy in Alberta**

Unit

15

PG 79

**Helping Your Peers to be
Self-Advocates**

Unit

16

PG 81

**Self-Advocacy Groups and
What to Expect**

Unit

17

PG 87

**Disability and Mixed Ability
Arts Groups**

Unit

18

PG 91

Post-Test and Evaluation



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

- Vecova

What's in Your Workbook

In Each Unit

1. Key terms you will learn
2. Activities you can do alone or in a group

Icons

There will be an icon, or a picture, that tells you the kind of activity that you will do.

All of the different icons are below.

There is info about what kind of activity goes with each icon.



Writing Activity

This icon tells that you will be asked to write your answers in your activity workbook.



Discussion Activity

This icon tells that you will be asked questions to talk about with your group.

**Video
Activity**

This icon tells that you will watch a video about the topic we are talking about.

**Role Play
Activity**

This icon tells that you will be asked to act out a specific action or behaviour.

Introduction to the Self-Advocacy Passport

My History, Our Future is a video-based training program for youth and adults with developmental disabilities to learn how to be self-advocates and for the people who support them to learn how to support self-advocacy.

Self-advocacy is an important [im-port-ant] life skill that people need to live a meaningful [me-ning-ful] life.

The training program has 18 units.

Each unit talks about and teaches a different skill or topic about self-advocacy.

The Self-Advocacy Passport is a workbook with different activities to help you learn self-advocacy knowledge and skills.

You will watch the video and do the activities together with the people who support you.

The video will tell you when to do each activity.



My History, Our Future Check List

As you watch the video and finish the activities for each unit, you can use this check list to keep track of the units you have done and the units you have left to do. Put a check-mark in the box when you are done.

The learning units are:

1. Intro and Pre-Test
 - I finished Activity 1.1: Pre-Test.
2. What is Self-Advocacy?
 - I finished Activity 2.1: Self-Advocacy 101 work-sheet.
 - I finished Activity 2.2: What is Self-Advocacy?
 - I finished Activity 2.3: My Self-Advocacy work-sheet.
3. What Does Self-Advocacy Look Like? Who Can Support Self-Advocacy?
 - I finished Activity 3.1: What Does Self-Advocacy Look Like? work-sheet.
 - I finished Activity 3.2: My Circle of Support work-sheet.
4. Knowing Your-Self
 - I finished Activity 4.1: About Me work-sheet.
 - I finished Activity 4.2: Labels work-sheet.
5. Knowing Your Rights
 - I finished Activity 5.1: My Rights work-sheet.

6. Make, Plan, Track and Review Goals

- I finished Activity 6.1: Short-Term and Long-Term Goals work-sheet.
- I finished Activity 6.2: Brainstorm My Goals work-sheet.
- I finished Activity 6.3: Plan My Goal work-sheet.
- I finished Activity 6.4: My Goal Prep work-sheet.
- I finished Activity 6.5: Review My Goal work-sheet.

7. Communication

- I finished Activity 7.1: Kinds of Communication work-sheet.
- I finished Activity 7.2: Body Language demo.
- I finished Activity 7.3: Communication Styles role-play.

8. Telling Your Story

- I finished Activity 8.1: My Story Topic work-sheet.
- I finished Activity 8.2: Self-Advocates Tell Their Stories.

9. Public Speaking

- I finished Activity 9.1: Public Speaking work-sheet.
- I finished Activity 9.2: Self-Advocates Present Their Stories.

10. How to Write Your Story and Give a Presentation

- I finished Activity 10.1: Write My Story work-sheet.
- I finished Activity 10.2: A 30-Second presentation.

11. What is History?

I finished Activity 11.1: What is History? work-sheet.

12. Life in Institutions and Leilani Muir's Story

I finished Activity 12.1: Life in Institutions work-sheet.

I finished Activity 12.2: Leilani Muir's Story work-sheet.

13. Community Schools and Winnifred Stewart and Christine Meikle's Story

I finished Activity 13.1: Winnifred Stewart and Christine Meikle's Story work-sheet.

14. Life in the Community and Self-Advocacy in Alberta

I finished Activity 14.1: Community Living work-sheet

I finished Activity 14.2: History of Self-Advocacy in Alberta work-sheet.

15. Helping Your Peers to be Self-Advocates

I finished Activity 15.1: Peer Training work-sheet.

16. Self-Advocacy Groups and What to Expect

I finished Activity 16.1: Self-Advocacy Groups work-sheet

17. Disability and Mixed Ability Arts Groups

I finished Activity 17.1: Art as Self-Advocacy work-sheet.

18. Post-Test and Evaluation

- I finished Activity 18.1: Post-Test.
- I finished Activity 18.2: Compare Pre/Post-Test.
- I finished the Training Program Evaluation.

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

- Vecova



Activity 1.1: Pre-Test

Answer each question.

This is your Pre-Test.

Mark your answer with a check-mark .

Item	No	A Little	Yes
1. I understand what self-advocacy is and why it is important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I know who can help me with self-advocacy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I know what I am good at, what I am not good at, my needs and the things that I am interested in.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I know what my rights are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I have a self-advocacy goal for the future like joining a self-advocacy group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I know how to make a plan to reach my self-advocacy goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Item	No	A Little	Yes
7. I under-stand the 3 styles of communication [com-you-nick-ay-shun].	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I know how to tell or write a story about my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I know how to speak in public.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I under-stand what history is and why it is important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I know the history of Albertans with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I know the stories of these important people in Alberta: Leilani Muir, Winnifred Stewart, Christine Meikle and self-advocates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I know how to teach my friends how to be self-advocates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Item	No	A Little	Yes
14. I know what self-advocacy groups are and how they work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I understand how self-advocacy can be shown through art.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I am proud of myself, the things I have done and the successes of other people with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Scores Add up the number of "No", "A Little" and "Yes" answers.	Total Number	Total Number	Total Number

Unit**2****What is Self-Advocacy?****What You Will Learn**

1. What self-advocacy is
2. Why self-advocacy is important
3. What things are important to self-advocates
4. What self-advocates can do

Key Terms**Self-advocacy**

Speaking up for your-self and making decisions so that you get what you need in life. It helps you have your rights respected. Speaking up for others who have a disability.

**Activity 2.1: Self-Advocacy 101 work-sheet**

Here are some questions about self-advocacy. Write your answers below.

1. What is self-advocacy?

2. Why is self-advocacy important?

It is important because:

a. If you speak up for your-self,

b. If you speak up for your-self,

c. If you speak up for others who have a disability,

3. Name 3 topics that are important to you:

a.

b.

c.

4. What are things you can do with self-advocacy?



Activity 2.2: What is Self-Advocacy?

We will watch a video on self-advocacy. Here are some things to think about as you watch the video.

- How do the self-advocates in the video define self-advocacy?
- Why do they think self-advocacy is important?
- What do they mean by disability pride?
- What issues are important to them?



Talk about your answers with your partner.

Unit**3****What Does Self-Advocacy
Look Like?
Who Can Support Self-Advocacy?****What You
Will Learn**

1. What self-advocacy looks like in different situations
2. Who can help support self-advocacy

Key Terms**Ally**

A person who can help you advocate for your-self.

Circle of support

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

 **Activity 3.1: What Does Self-Advocacy Look Like? work-sheet**

Think about 3 times when you stood up for your-self.

How did you advocate for your-self?

1. I advocated for myself when

2. I advocated for myself when

3. I advocated for myself when

Was the way you stood up for your-self different or the same each of these times?



Activity 3.2: My Circle of Support work-sheet

The middle circle is you.

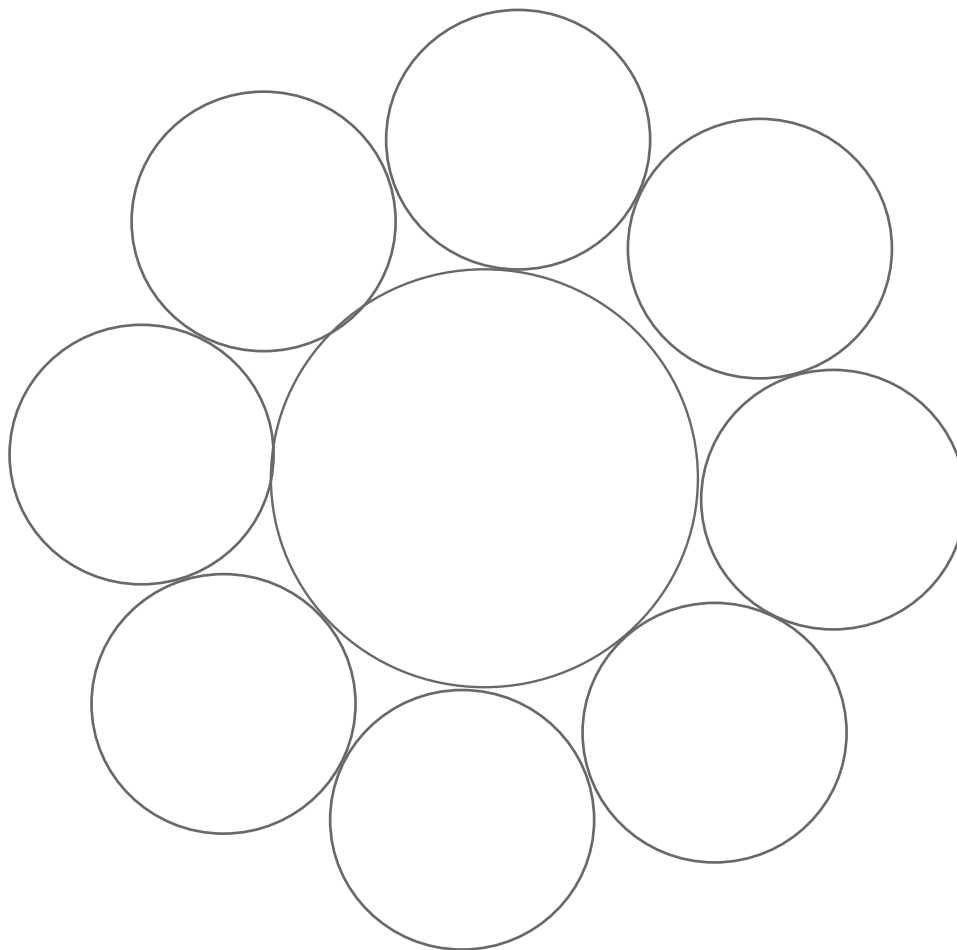
The other circles around you are all the different people who can help you with your self-advocacy.

Talk with your partner about the people who support you.

You can ask all these people for help.

Write your name in the middle circle.

Write the names of the people who support you in the other circles.



**It's important to know
your-self so you can tell
others what you want.**

- Vecova

Knowing Your-Self

Unit **4**

What You Will Learn

1. What your strengths and weaknesses are
2. What your interests are
3. What you prefer
4. What your needs are
5. Know that with a disability you belong to a group that society has labelled

Key Terms



Labels

You describe some-one or some-thing in a word or short sentence.

**Activity 4.1: About Me work-sheet**

This is an activity to get to know your-self better.

There are 7 sentences for you to finish.

If you need help, ask your partner to think up ideas with you.

1. I am interested in

2. I want to learn

3. I am best at

4. I need help with

5. I want my life to look like

6. Things I want to do are

7. My dream is

3. How do these labels make you feel? Why?

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

- Vecova

Knowing Your Rights

Unit 5

What You Will Learn

1. What rights and responsibilities that all Canadians have

Key Terms



Rights

Basic freedoms that every person has by law.

Responsibilities

Duties or actions that every person is trusted to do.



Activity 5.1: My Rights work-sheet

This is an activity to help you understand your rights and responsibilities [ree-spon-sa-bill-it-ees] as a Canadian citizen [sit-is-in].

Find the words to the right of the word-search in the word-search. They are all key words to understanding your rights.

p	e	o	p	l	e	c	a	r	e	i	Rights
j	u	r	y	i	r	e	q	u	a	l	Freedoms
c	d	u	t	y	i	g	e	p	w	r	Charter
f	t	r	d	h	o	r	e	r	o	i	Religion
e	w	o	r	k	e	t	e	o	v	g	Opinion
f	r	e	e	d	o	m	s	t	o	h	People
v	o	t	e	j	n	y	i	e	l	t	Live
c	h	a	r	t	e	r	o	c	i	s	Work
r	e	l	i	g	i	o	n	t	v	r	Equal
o	p	i	n	i	o	n	b	l	e	k	Respect
r	e	s	p	e	c	t	o	b	e	y	Duty
											Obey
											Care
											Jury
											Vote
											Protect

Make, Plan, Track and Review Goals

Unit **6**

What You Will Learn

1. What short-term and long-term goals are
2. How to make self-advocacy goals
3. How to make a work plan to reach your goals
4. How to keep track of what you do to reach your goals

Key Terms



Goals

Things you want to do in life like living on your own, finishing school, getting a job .

Self-advocacy goals

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

Short-term goals

Things you can do now.

Long-term goals

Things you want to do in the future.

**Activity 6.1: Short-Term and Long-Term Goals work-sheet**

Are the following goals short-term goals or long-term goals?

Circle your answers.

1. Finding a job you like is a

short-term goal **OR** long-term goal

2. Making a list of things you are good at, skills and jobs that you like is a

short-term goal **OR** long-term goal

3. Joining [joy-ning] a self-advocacy group is a

short-term goal **OR** long-term goal

4. Writing a letter to the government about your worries is a

short-term goal **OR** long-term goal

5. Teaching your friend how to be a self-advocate is a

short-term goal **OR** long-term goal

6. Telling a story about your life to a group of people is a

short-term goal **OR** long-term goal



Activity 6.2: Brain-Storm My Goals work-sheet

Self-advocacy goals are things you want to learn or do through your self-advocacy.

When you make a self-advocacy goal, you will work hard to do some-thing new and develop your skills.

By working on a self-advocacy goal, you will build your self-esteem as you get closer to reaching your goal.

Think of your self-advocacy goal as a “project.”

Brain-storm

When you try to think of as many ideas as you can on one topic. Most people write them down so they can remember them later.

1. Brain-storm 3 different self-advocacy goals and write them below.

a.

b.

c.

2. Choose 1 self-advocacy goal that you want to work on this year.

My self-advocacy goal is



Activity 6.3: Plan My Goal work-sheet

This is an activity to figure out the different activities you need to do to reach your self-advocacy goal.

Think of these smaller activities as short-term goals.

Work with your partner to figure out the activities you need to do to reach your self-advocacy goal.

My name is
My self-advocacy goal is

The activities I need to do to reach my goal are:

1.
2.
3.
4.
5.
6.
7.
8.



Activity 6.4: My Goal Prep work-sheet

Use the activities you listed in your “Plan My Goal” work-sheet to fill out this work-sheet.

To prepare for your goal:

- Put the activities in order (1st, 2nd, 3rd...)
- Write down what other people can do to help you with the activities
- Set a dead-line for each activity.

Use this work-sheet to keep track of your self-advocacy goal.

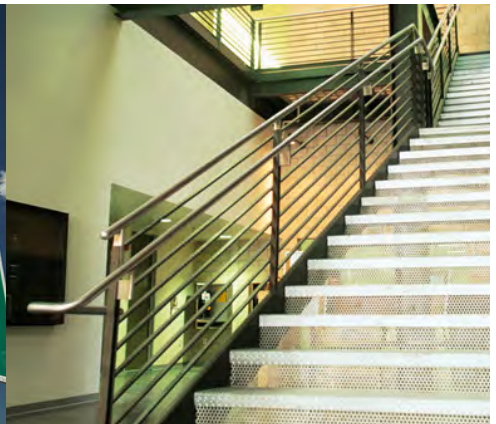
You will keep track of the activities you need to do and your dead-lines.

Check off each activity when you finish it. Work together with your partner.

Name _____ Date _____

Goal _____

Activities (in order)	What I will do	How people can help me	Dead-line





Activity 6.5: Review My Goal work-sheet

After you have finished your self-advocacy goal, it is important to look back on your experience [ex-peer-ee-ens].

Even if you did not reach your self-advocacy goal, it is important to review what you did and answer these questions.

You have learned some-thing about your-self that will help you in the future.

Don't worry, you can try again or pick a different self-advocacy goal to work on.

Stay positive and keep working hard! Self-advocacy takes practice.

Look back on your goal by answering these questions:

1. How did it feel?

2. What did you do?

3. What skills did you learn?

4. What did you learn about your-self?

5. What did you like and not like about the experience?

6. Did your plan change along the way and, if so, how?

7. Which activities were easy or hard to do?

8. Would you do it again?

Yes	No
-----	----

9. What is the next goal you would like to work on?

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

- Vecova

Unit**7****Communication****What You Will Learn**

1. What the different ways of communicating are and what they look like
2. How different communication styles can affect a situation
3. How to be assertive
4. How to use different body language
5. How to use different tones of voice

Key Terms**Passive [pass-iv] communication**

When you give others more control, often by giving up your own needs.

Aggressive [ah-gress-iv] communication

When you try to meet your goal by hurting or bringing down others.

Assertive [ah-sert-iv] communication

When you are confident and express your feelings while you respect the rights and desires of others.

Body language

How you use your body to communicate, like using hand gestures, posture and facial expressions.

Tone of voice

How you say the words you are speaking.



Activity 7.1: Kinds of Communication work-sheet

In the table on page 41, write down what the difference is between being passive, aggressive and assertive when you communicate.

1. For the body language row, write about:

What passive, aggressive and assertive postures look like.

2. For the why row, write about:

The different reasons some-one may act passive, aggressive or assertive.

Do they want to hurt some-one, make a point or give up control?

3. For the feelings row, write about:

How a person feels when they communicate in a passive, aggressive and assertive way.

Are they confident, nervous or angry?

4. For the tone of voice row, write about:

The person's tone of voice when they talk in a passive, aggressive and assertive way.

Do they yell, talk firmly or talk quietly?

	Passive	Aggressive	Assertive
1. Body Language (Posture)			
2. Why			
3. Feelings			
4. Tone of Voice			





Activity 7.2: Body Language demo

Show what different kinds of body language looks like.

1. Act confident
2. Act scared
3. Act nervous
4. Act sad.

Talk about what the body is telling people with-out saying any words at all.

5. How does standing with your shoulders back and your head held high show that you are confident?
6. Could these same actions mean some-thing else?





Activity 7.3: Communication Styles role-play

Say this sentence 3 times:

“Stop it, I don’t like being called that name.”

1. Say it with a whiny voice and timid posture.
This is an example of passive communication.
2. Say it with a loud powerful voice and threatening posture.
This is an example of aggressive communication.
3. Say it with a voice that is calm, firm and in control.
This is an example of assertive communication.

Pay attention to the different body language and tone of voice that you use to give this message.



Let’s Talk About It:

1. How did you feel when you talked in these different ways?
2. Did one way feel better than the others?
3. Did you feel more powerful or in control with one way than the others?
4. How did you feel when your partner talked to you in these different ways?
5. Did one way convince you better than another way?
6. Which communication style is best for self-advocacy?

**When you tell your story
to others, people can
under-stand you better.**

- Vecova

Telling Your Story

Unit

8

What You Will Learn

1. What it means to tell your story
2. Why telling your story is an important part of self-advocacy

Key Terms



Telling your story

A way to share who you are and the different things that have happened to you in your life.



Activity 8.1: My Story Topic work-sheet

A way to share who you are and the different things that have happened to you in your life.

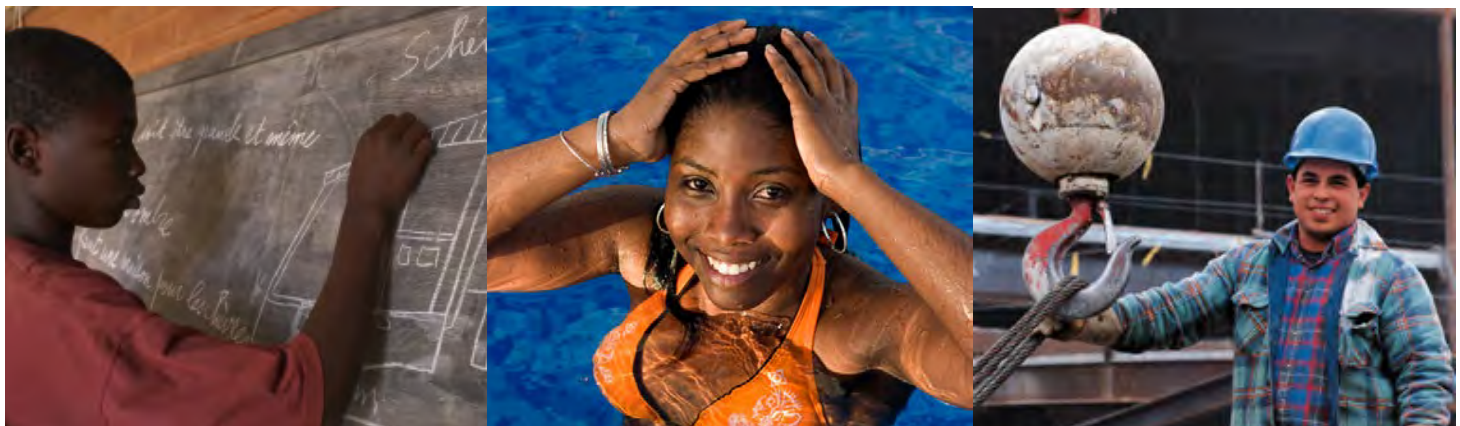
Every-one has a story to tell about their life.

Some stories are happy, others stories are sad.

When you tell your story to others, people can under-stand you better.

As a self-advocate it is important to be able to share the events you have had in life with people you trust.

That way, other people can learn from your experiences.



Choose one of the topics below that you would like to write your story about. Circle the topic that you pick.

- What it is like to have a disability and how people treat you
- Your child-hood
- What it was like to go to school
- Your family, friends and people who have supported you in your life
- Where you lived as a child and what it was like to grow up in your neighbourhood [nay-bor-hood]
- A difficult time in your life and how you over-came the challenges
- A moment that you are very proud of and how you got there
- The biggest thing that you have accomplished [ah-com-plish-t], "your success story" and what you did to reach it
- A person who has made a 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 8.2: Self-Advocates Tell Their Stories

We will watch a video with self-advocates telling their stories. Here are some questions to think about as you watch the video.

- What were Tedda, Harvie and Harold's stories about?
- What did you learn from their stories?
- Has some-thing similar happened to you in your life?
- What did you notice about how they told their stories?



Talk about your answers with your partner.

Unit **9** Public Speaking

What You Will Learn

1. What are tips for public speaking?

Key Terms



Public speaking

When you talk to a group of people who listen to you.

**Activity 9.1: Public Speaking work-sheet**

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

Step 1:
Step 2:
Step 3:
Step 4:

2. Name the 3 tips for giving a speech.

Tip 1:
Tip 2:
Tip 3:

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

We will watch a video where self-advocates present their stories. Here are some questions to think about as you watch the video.

- What presentation tips can you learn from Jennifer?
- What presentation tips can you learn from Carmen?

**Talk about your answers with your partner.**

Unit**10****How to Write Your Story and Give a Presentation****What You Will Learn**

1. How to write a story
2. How to make a short presentation about your story

Key Terms**Presentation [prez-en-tay-shun]**

When you show or explain some-thing to a group of people.

**Activity 10.1: Write My Story work-sheet**

Here is a step-by-step way to write your story.

Work with your partner to follow the steps below.

If you are an artist, you can make an art piece about your life instead.

1. Which topic did you choose in your "My Story Topic" work-sheet on p. 47?

2. Try to remember as much as you can about this topic.

Brain-storm and write down all the things you remember.

OR

Use a voice recorder to tape-record your ideas as you say them out loud. If you do not have a voice recorder, tell your story to your partner and ask them to write down your ideas.

4. Start your story with a sentence that will grab the crowd's attention.

5. Talk about why this topic is important to you.

6. Choose the 10 most important points in your “story notes.” Put these 10 points in order of when the events happened. Order each point as 1, 2, 3, and so on.

Point 1:

--

Point 2:

--

Point 3:

--

Point 4:

--

Point 5:

--

Point 6:

--

Point 7:

--

Point 8:

--

Point 9:

Point 10:

7. Talk about your experience using your “story notes.”

Start with point 1, then point 2 and 3 until you have talked about all the points on your “story notes.”

Remember to be honest about your experience, use your own words and share your feelings honestly so the crowd will connect with your story. People often remember funny, sad, hopeful and up-lifting stories.

Point 1:
Talk about Point 1:

Point 2:

Talk about Point 2:

Point 3:

Talk about Point 3:

Point 4:

Talk about Point 4:

Point 5:

Talk about Point 5:

Point 6:

Talk about Point 6:

Point 7:

Talk about Point 7:

Point 8:

Talk about Point 8:

Point 9:

Talk about Point 9:

Point 10:

Talk about Point 10:

8. Talk about what you learned from this experience.
Did you have a problem that you had to solve?
Talk about what you did to solve your problem.

9. End your story with the main message.
What can others learn from your experience?



Activity 10.2: A 30-Second Presentation

Let's practice making and giving a presentation.

You wrote a short story that is 10 sentences long.

Now it is your turn to make and give a 30-second presentation about your story to your partner or the program group.

Take 15 minutes to get ready.

Follow the steps that you just learned about how to write and give a presentation.

Ask your partner to help you write it.

2. Practice your presentation at least one time.
Ask your partner for feed-back:
 - What did you do well?
 - How can you make your presentation better?
3. When you are ready, take 30 seconds to present your story to your partner or the program group.



When you finish your presentation, look back on your experience. Talk to your partner about:

- What you did well.
- What you can do better.
- What you liked about giving your presentation.
- What you found hard about presenting.
- What you learned from the experience.
- Would you do it again?

What is History?

Unit **11**

What You Will Learn

1. What history is
2. Why history is important for self-advocacy

Key Terms



History

Stories about the past and how people have lived.

**Activity 11.1: What is History? work-sheet**

This is an activity to help you remember important words about history.

Find the words to the right of the word-search in the word-search.

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

past
history
advocates
rights
speakup
learn

Unit**12****Life in Institutions and Leilani Muir's Story****What You Will Learn**

1. When many people with disabilities in Alberta lived in institutions
2. What Alberta Government Act put people with disabilities in institutions
3. Why many people with disabilities lived in institutions
4. What the 2 main institutions were
5. Who Leilani [Lay-lan-ee] Muir [Me-ur] is and why she is important to the history of people with disabilities in Alberta

Key Terms**Institution [in-sti-too-shun]**

A place where many people with disabilities live together and are taken care of by staff.

Sterilized [stair-i-lies-d]

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

**Activity 12.1: Life in Institutions work-sheet**

This is an activity to help you understand the time when most people with disabilities lived in institutions.

If you are an artist, you can make an art piece instead about life in institutions.

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

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

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

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



Activity 12.2: Leilani Muir's Story work-sheet

Leilani Muir is an important person in the history of Albertans with disabilities.

This is an activity to understand why.

If you are an artist, you can make an art piece instead about Leilani Muir.

1. What is the problem that Leilani Muir faced?

2. What years did it happen?

--

3. Why is it a problem?

4. Talk about who Leilani is.

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

Unit**13****Community Schools and
Winnifred Stewart and
Christine Meikle's Story****What You
Will Learn**

1. When community schools were first built to teach children with disabilities in Alberta
2. Who led the way in building these community schools
3. Why community schools were built
4. What the first community schools were
5. Why Winnifred Stewart and Christine Meikle are important to the history of people with disabilities in Alberta

Key Terms**Community schools**

Schools for children with disabilities.



Activity 13.1: Winnifred Stewart and Christine Meikle's Story work-sheet

Winnifred Stewart and Christine Meikle [Me-cul] are important people in the history of Albertans with disabilities.

This is an activity to under-stand why.

If you are an artist, you can make an art piece instead about Winnifred and Christine.

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

2. When did it happen?

--

3. Why is it a problem?

4. Talk about who Winnifred and Christine were.

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

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

- Vecova

Unit**14****Life in the Community and Self-Advocacy in Alberta****What You Will Learn**

1. When people with disabilities in Alberta moved out of institutions to live in the community
2. Why community living is good
3. What the first programs were that community disability agencies set up
4. What the first self-advocacy group was in North America and why it was made
5. Why self-advocacy is important to the history of people with disabilities in Alberta

Key Terms**Normal life**

People with disabilities have the right to live, work, have fun and contribute to the community like every-one else.



Activity 14.1: Community Living work-sheet

This is an activity to help you understand the time when many people with disabilities moved from institutions into the community.

If you are an artist, you can make an art piece instead about what community living means to you.

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

2. Give 1 reason why community living is a good thing for people with disabilities.

3. Name 2 of the first programs set up by community disability agencies.



Activity 14.2: History of Self-Advocacy in Alberta work-sheet

Self-advocates are important people in the history of Albertans with disabilities.

This is an activity to understand why.

If you are an artist, you can make an art piece instead about the history of self-advocacy in Alberta.

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

2. When did it happen?

--

3. Why is it a problem?

4. Talk about who self-advocates are.

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

Unit**15****Helping Your Peers to be Self-Advocates****What You Will Learn**

1. What peer training is
2. How to help others be self-advocates

Key Terms**Peer training**

Teaching your friends how to do things like how to be self-advocates.

**Activity 15.1: Peer Training work-sheet**

1. What does peer training mean?

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

a.
b.
c.

3. Pick 1 way that you will help a friend be a self-advocate.

Unit

16

Self-Advocacy Groups and What to Expect

What You Will Learn

1. What a self-advocacy group is
2. How self-advocacy groups work
3. What the rules of self-advocacy groups are
4. What self-advocacy groups are in Alberta

Key Terms



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.

**Activity 16.1: Self-Advocacy Groups work-sheet**

1. What is a self-advocacy group?

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

a.
b.
c.

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

a.
b.
c.

4. Circle the self-advocacy group in your area.
If you would like to join a self-advocacy group,
the contact information is below.
If you need help, ask your partner.

Alberta

People First Society of Alberta

(Chapters in Calgary, Lethbridge, Red Deer, Edmonton and St. Paul)

Website: www.peoplefirstofcanada.ca

Email: jimczyk@gmail.com

Phone: 403-245-4665, Jim Adamchick

Albertans Advocating for Change Together (AACT)

Website: www.albertaact.com

Email: alberta.act@gmail.com

Calgary Region

Disability Action Hall / Right 2 Love Group

Website: www.actionhall.ca

Email: actionhall@calgaryscope.org

Phone: 403-717-7630, Colleen Huston

Edmonton Region

Self-Advocacy Federation

Website: www.selfadvocacyfederation.org

Email: saf@selfadvocacyfederation.com

Phone: 780-454-0701, Wayne Allchin

Central Region

(Red Deer, Wetaskiwin, Rocky Mountain House, Wainwright, Olds, Camrose, Drumheller, Lacombe, Ponoka, Vermillion, Stettler and Innisfail)

Central Alberta Advocacy Network (CAAN)

Email: byh@incentre.net

Phone: 780-352-6096

Red Deer

Michener Power Council

Website: www.pdd.org/central/michener/powercouncil.shtml

Email: pdd.mresidentcouncil@learning.gov.ab.ca, Carla Lawrence

Phone: 403-340-5626

CARS Cougars

Website: www.carscougars.ca

Email: cougars@carsrd.org

Phone: 403-346-8015



South Region

(Lethbridge, Medicine Hat, Magrath, Taber, Brooks and Coaldale)

South Region Self-Advocacy Network (SRSAN)

Website: www.saipa.info/SRSAN.htm

Email: judy.brown@saipa.info

Phone: 403-320-1515, Judy Brown

Medicine Hat

The Action Group (TAG), REDI Enterprises Society

Website: www.redi.ca/SelfAdvocacy.asp

Email: redi@redi.ca

Phone: 403-526-5742



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

- Vecova

Unit

17

Disability and Mixed Ability Arts Groups

What You Will Learn

1. What disability and mixed ability arts groups are
2. How making art is a form of self-advocacy
3. What the different types of art forms are
4. What disability or mixed ability arts groups are in Alberta

Key Terms



Disability art

Art made by people with disabilities. The art is often about what the person has experienced in their life.

Disability arts group

An agency that supports artists with disabilities to make art.

Mixed ability arts group

A group of artists with and with-out disabilities who make works of art together.

**Activity 17.1: Art as Self-Advocacy work-sheet**

1. What is a disability arts group?

2. What is a mixed ability arts group?

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

4. Name 3 types of art forms.

a.
b.
c.

5. Circle the disability or mixed ability arts group in your area.
If you would like to join a disability or mixed ability arts group,
the contact information is below.
If you need help, ask your partner.

Calgary

Indefinite Arts

Website: www.indefinitearts.com

Email: ida@indefinitearts.com

Phone: 403-253-3174

Inside Out Integrated Theatre

Website: www.insideouttheatre.com

Email: info@insideouttheatre.com

Phone: 403-282-4801

MoMo Dance Theatre

Website: www.momodancetheatre.org

Email: info@momodancetheatre.org

Phone: 403-283-3445

Picture this . . . Film Festival

Website: www.ptff.org

Email: director@ptff.org

Phone: 403-717-5610

Stage Left Productions

Website: www.stage-left.org

Email: michele@stage-left.org

Phone: 403-829-2307

Studio C

Website: www.prospectnow.ca/Services/Studio%20C.aspx

Email: colin.menzies@prospectnow.ca

Phone: 403-269-1838

Edmonton**Nina Haggerty Centre for the Arts**

Website: www.ninahaggertyart.ca

Email: info@ninahaggertyart.ca

Phone: 780-474-7611

Rising Sun Theatre

Email: theatre.risingsun@gmail.com

Phone: 780-995-8624, Stephanie Leaf

iDANCE Edmonton

Website: www.dance.ualberta.ca/iDANCE.aspx

Email: leales@ualberta.ca, Lindsay Eales

Phone: 780-455-5224

Red Deer**MAGsparks**

Website: www.reddeermuseum.com/programs/magsparks

Email: janet.cole@reddeer.ca

Phone: 403-309-8405

Post-Test and Evaluation

Unit

18

What You Will Learn

1. What you learned in the program

Key Terms



Post-Test

A set of questions that will help you to find out how much you learned about a topic after you finished the program.



Activity 18.1: Post-Test

Answer each question.

This is your Post-Test.

Mark your answer with a check-mark .

Item	No	A Little	Yes
1. I understand what self-advocacy is and why it is important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I know who can help me with self-advocacy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I know what I am good at, what I am not good at, my needs and the things that I am interested in.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I know what my rights are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I have a self-advocacy goal for the future like joining a self-advocacy group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I know how to make a plan to reach my self-advocacy goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Item	No	A Little	Yes
7. I under-stand the 3 styles of communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I know how to tell or write a story about my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I know how to speak in public.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I under-stand what history is and why it is important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I know the history of Albertans with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I know the stories of these important people in Alberta: Leilani Muir, Winnifred Stewart, Christine Meikle and self-advocates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I know how to teach my friends how to be self-advocates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Item	No	A Little	Yes
14. I know what self-advocacy groups are and how they work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I understand how self-advocacy can be shown through art.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I am proud of myself, the things I have done and the successes of other people with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Scores Add up the number of "No", "A Little" and "Yes" answers.	Total Number	Total Number	Total Number



Activity 18.2: Compare Pre/Post-Test

You will compare your pre-test to your post-test to see what you have learned from the My History, Our Future self-advocacy training program.

- Go to your Pre-Test on page 10.
You need to write down your total scores in the "Before This Training Number" column in the chart below.

Answer	Before This Training	
	Number	Score
No		x 0 =
A little		x 1 =
Yes		x 2 =
Pre-Test Score (Add all the scores)		

- Go to your Post-Test on page 92.
You will need to write down your total scores in the "After This Training Number" column in the chart below.

Answer	After This Training	
	Number	Score
No		x 0 =
A little		x 1 =
Yes		x 2 =
Post-Test Score (Add all the scores)		

3. Minus your Pre-Test Score from your Post-Test Score.

Post-Test Score _____ – Pre-Test Score _____ = _____.

4. Look at your final score.

Please mark your answer with a check-mark .

My final score is positive (+). I had a higher score on the Post-Test.

This means that I have learned skills and information by doing the My History, Our Future self-advocacy training program.

My final score is negative (-) or 0. I had a higher score on the Pre-Test or the same score on both tests.

This means that I have *not* learned skills and information by doing the My History, Our Future self-advocacy training program.





Training Program Evaluation [ee-val-you-ay-shun]

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.

Please think of the environment when printing this workbook.

Please print double sided.



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403.284.1121

www.vecova.ca



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