

 **Instructional Target**

Personal Life

- **Self-Advocacy:** Identify rights and responsibilities of citizens, including opportunities for civic participation.

 **Differentiated Tasks**

Level 3 Team members will...	Level 2 Team members will...	Level 1 Team members will...
<ul style="list-style-type: none"> • Identify and respond to personal rights and responsibilities in daily living, community and vocational situations. 	<ul style="list-style-type: none"> • Identify basic personal rights and responsibilities in a variety of situations. 	<ul style="list-style-type: none"> • Participate in making personal decisions.

 **Topic Connection**

Throughout this unit, team members are learning about different employability skills and habits including following directions, staying on task and asking for help if needed. This lesson addresses the fact that working is a valuable right that comes with several responsibilities.

 Topic Words 	 Self-Advocacy Words											
<table> <tr> <td>co-worker</td> <td>needs*</td> <td>team</td> </tr> <tr> <td>interests</td> <td>skills</td> <td>work*</td> </tr> <tr> <td>job*</td> <td>supervisor</td> <td></td> </tr> </table>	co-worker	needs*	team	interests	skills	work*	job*	supervisor		<table> <tr> <td>responsibility</td> <td>right</td> </tr> </table>	responsibility	right
co-worker	needs*	team										
interests	skills	work*										
job*	supervisor											
responsibility	right											
<p>* Power Words</p>												



Lesson at a Glance

Activity 1

Activity 2



Instructional Activities

Rights Come With Responsibilities

Rights and Responsibilities Scenarios



See how these activities fit into the **Suggested Monthly Plan**.



ULS Materials and Resources

Rights and Responsibilities Chart

Rights and Responsibilities Stamp Cards 

Rights and Responsibilities Scenario Cards



Additional Materials

 **Instructional Target**



Personal Life

- **Self-Advocacy:** Identify rights and responsibilities of citizens, including opportunities for civic participation.

 **Instructional Routine**



Introduce	<ul style="list-style-type: none"> • Review the Self-Advocacy Words: responsibility and right, and the Topic Words: co-worker, interests, job, needs, skills, team and work. Use these vocabulary words during this lesson. Encourage team members to use the vocabulary words in conversations during this activity. • Explain that this lesson will help team members understand their rights. They will also learn that having rights also means having responsibilities. We have the right to do many things, but we also have the responsibility to consider others when using those rights. Explain that team members will be reviewing basic rights and responsibilities. Say, "Your job is to match rights with their responsibilities." • Review the learning goal with team members: I will identify a right and/or responsibility.
Model	<ul style="list-style-type: none"> • Remind team members that a right is defined as "Something that is fair and often supported by the law." Give examples of rights regarding having and keeping a job (the right to work with others, the right to have a job that matches your skills, interests, and needs, etc.) • Remind team members that a responsibility is defined as "A duty or task that you are required or expected to do." Discuss that each right comes with responsibilities. Emphasize the importance of being responsible. • Display the Rights and Responsibilities Chart and read the first individual right listed in the left column and lead the group in brainstorming possible responsibilities that come with this right. • Uncover the responsibility listed to the right side. Discuss why this is a responsibility that comes with this right.
Provide Practice	<p>Read, use text to speech or have team members read the rest of the rights listed and brainstorm possible associated responsibilities with communication supports as needed.</p> <p>Level 3: Have the team member describe possible responsibilities for a targeted right. Have team member uncover the responsibility card for the targeted right and discuss whether this is a responsibility that team members thought of during discussion.</p> <p>Level 2: Have the team member identify possible responsibilities for a targeted right. Have team member uncover the responsibility card for the targeted right and discuss whether this is a responsibility that team members thought of during discussion.</p> <p>Level 1: Have the team member participate in identifying a responsibility for a targeted right by selecting a responsibility card. Have team member uncover the responsibility card with support as needed. Review the responsibility with the team member.</p>
Review	<ul style="list-style-type: none"> • Discuss the importance of rights and responsibilities. Ask: <ul style="list-style-type: none"> • "Why is it important to have rights?" • "Why should everyone understand the responsibilities that come with personal rights?" • Review lesson rights and responsibilities.

 **Check Understanding** 

- ✿ **Level 3:** Can the team members describe the responsibility that comes with a right?
- ✿ **Level 2:** Can the team members identify a basic right or responsibility with support?
- ✿ **Level 1:** Can the team members participate in identifying a right by making a selection?

 **Instructional Target**



Personal Life




- **Self-Advocacy:** Identify rights and responsibilities of citizens, including opportunities for civic participation.

 **Instructional Routine**



Introduce	<ul style="list-style-type: none"> • Review the Self-Advocacy Words: responsibility and right and the Topic Words: co-worker, interests, job, needs, skills, supervisor, team and work. • Explain to team members that every day we find ourselves using our rights and having a chance to act responsibly. • Tell team members that they will help decide if the character has the right to do something and if they are being responsible. Say, "As I read, your job is to help decide if the character has the right to do something and if they are being responsible in the scenarios." • Review the learning goal with team members: I will say whether the character has the right to do something and if they are being responsible.
Model	<ul style="list-style-type: none"> • Read the first scenario and role-play when possible. • Discuss whether the character has the right to do what is described. Then discuss if the character is being responsible. • Talk about the consequences of the character's actions. • Model completing the scenario card.
Provide Practice	<p>Provide scenario cards. Read, use text to speech or have team members read and role play each scenario.</p> <p>Level 3: Have team members describe whether the character has the right to do something. Then have them decide if the character is being responsible. Have the team members describe the consequences of the action in the scenario to support their decision.</p> <p>Level 2: Have team members identify whether the character has the right to do something. Then have them decide if the character is being responsible. Provide options of possible consequences of the action and have team members identify the most likely consequence.</p> <p>Level 1: Have team members use his or her active participation mode to participate in identifying whether the character has the right to do something (may be single or errorless choice). Provide a possible consequence of the action and have team members participate in identifying if this is a possible consequence.</p>
Review	<ul style="list-style-type: none"> • Review the scenarios. • Discuss why the character in the scenario is being responsible or not.

 **Check Understanding** 



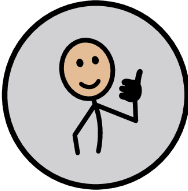
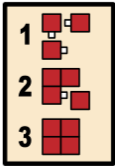

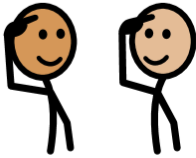


-  **Level 3:** Can the team member describe rights and responsibilities when given a scenario?
-  **Level 2:** Can the team member identify rights and responsibilities when given a scenario, answer options and prompts?
-  **Level 1:** Can the team member actively participate in identifying rights and responsibilities (can be errorless)?



Rights and Responsibilities



On the Job

I have the right to...	But I have the responsibility to...
<p>have a job that matches my skills, interests and needs.</p> 	<p>understand my skills and needs.</p> 
<p>complete my job on my own.</p> 	<p>follow directions and ask for help if I need it.</p> 
<p>make new friends at work.</p> 	<p>be respectful and get my work done.</p> 
<p>work together with co-workers.</p> 	<p>show good teamwork skills.</p> 



Rights and Responsibilities



Tina's supervisor gave her a new job to do. He gave her directions and told her to ask for help if she needs it. Tina has a question but she doesn't want to bother her supervisor, so she did it the way she wanted to do it.

Does Tina have the right to complete her job on her own?

yes



no



Is Tina being responsible?

yes



no



Tina's supervisor gave her a new job to do. He gave her directions and told her to ask for help if she needs it. Tina has a question. She decides to ask her supervisor. She wanted to make sure she was doing it the right way.

Does Tina have the right to complete her job on her own?

yes



no



Is Tina being responsible?

yes



no





Rights and Responsibilities



Tina has made a new friend at work. They eat lunch together. They like to talk about their favorite shows. Sometimes they talk too much and are late coming back from their lunch break.

Does Tina have the right to make new friends at work?

yes



no



Is Tina being responsible?

yes



no



Tina has made a new friend at work. They eat lunch together. They like to talk about their favorite shows. Tina is careful to respect the time. She makes sure she returns back to work at her scheduled time.

Does Tina have the right to make new friends at work?

yes



no



Is Tina being responsible?

yes



no





Rights and Responsibilities



Tina finishes her list of jobs for the day. She sees that her co-worker is still cleaning the windows. She decides to help them finish cleaning the windows. She is happy to help others when help is needed.

Does Tina have the right to work together with co-workers?

yes



no



Is Tina being responsible?

yes



no



Tina finishes her list of jobs for the day. She sees that her co-worker is still cleaning the windows. She decides to tease her co-worker. She tells the co-worker they are too slow and should hurry up.

Does Tina have the right to work together with co-workers?

yes



no



Is Tina being responsible?

yes



no





Rights and Responsibilities



Tina is ready to get a job. Her interests are helping people and art. Her skills are following directions and teamwork. Tina knows that she has a hard time counting money. Tina wants a job as a cashier at an art store.

Does Tina have the right to have a job that matches her skills, interests and needs?

yes



no



Is Tina being responsible?

yes



no



Tina is ready to get a job. Her interests are helping people and art. Her skills are following directions and teamwork. Tina knows that she has a hard time counting money. Tina wants a job as an assistant at an art museum.

Does Tina have the right to have a job that matches her skills, interests and needs?

yes



no



Is Tina being responsible?

yes



no





For hands-on instruction, print, cut out and laminate.

