



**Learning Target:** Student will be able to identify similarities and differences between your right and responsibilities in high school and the workplace

**Pre-ETS Connection:** Self-Advocacy and Job Exploration

**Time Recommended:** 60 Minutes

## Transition TN Additional Resources for Instructors

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[Instruction in Self-Advocacy Lesson 2](#)

[Disability Disclosure in the Workplace: A Self Advocacy Activity](#)

[ADA in the Workplace: Your Rights and Responsibilities](#)

[ADA and Employment](#)

[ADA and Public Services](#)

[Impact of Rights and Responsibilities as Students Transition into Adulthood](#)

## Materials

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- Computers or tablets if completing the activity with technology
- Scissors, glue, and other art supplies if substituting the technology-based activity for a sketch or drawing
- Print downloadable resources as needed. These are found on the [Get Involved Page](#)

## Vocabulary Review

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- Review the suggested vocabulary using the online vocabulary review or print out [course vocabulary flashcards](#)

## Think About

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Ask students these questions to prompt discussion and guide students throughout this activity

- Do you lose or gain responsibility when you get a job?
- If you need supports in school, whose job is it to make sure you get those supports?
- If you need supports at work, whose job is it to make sure you get those supports?
- Does your boss have to change the job requirements just because you have a disability?
- How is the role your parents play in high school different in the workplace?

## Play the Game

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- Instruct students to play the game found on the [Get Involved Page](#)
- You can do this as a whole group, place students into small groups, or have the students play the game independently



## School-Based Activity

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### Discuss:

- Instruct students to examine the fact sheet independently, with a partner, or as a whole group. After reviewing the fact sheet, use the Think About questions to prompt discussion and think about similarities and differences between high school and the workplace

### Explain:

- Emphasize that understanding their rights and responsibilities is key in becoming strong self-advocates. It is important that they are knowledgeable and prepared for the expectations of a workplace environment.

### Practice:

- An infographic is an image used to help people understand information. These are often seen on Instagram, Facebook, and other social media apps.
- Students will be creating an infographic showing the differences between your rights and responsibilities in school and the workplace (Show examples provided on the website)
- Students should plan what information they would like to include using the [downloadable planning sheet](#). Have students consider the goal and audience for their infographic.
- Students will choose how they would like to make their infographic- handmade, [PowerPoint](#), or [Canva](#). Students may also come up with alternative formats, such as audio descriptions.
- Students can present their finished products to the group, share them with teachers, or display them in the classroom. They can also add it to their portfolio.

## Community-Based Extension

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### Extend:

- Students will interview a manager or other employee from a local business and someone who works in their school (ex: teacher, counselor, administrator).
- Help students to contact and set up informational interviews. They can be in-person, via email, or over the phone.
- Download or print the [interview sheet](#) so that students can record the answers from the interview
- After students have completed the interviews, lead a discussion with the post-interview reflection
- Students can share their results with peers, family members, or other instructors

## Differentiate

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- Read the questions out loud to the student
- Allow students to use audio recordings
- Provide a scribe or someone to type in the answers for the student as they verbally answer the questions
- Download and print the form for students who do not have access to a computer
- If applicable, meet with teacher to ensure any needed vocabulary is inputted into students' Augmented and Alternative Communication (AAC) devices