



Transition

T E N N E S S E E

GET INVOLVED ACTIVITY PLAN

Path: I Want to Continue
My Education

Lesson: Rights and Responsibilities
Change After High School

Learning Target: Students will be able to identify similarities and differences between their rights and responsibilities in high school and in college.

Pre-ETS Connection: Self-Advocacy and Postsecondary Counseling

Time Recommended: 60 Minutes

Transition TN Additional Resources for Instructors

- [Impact of Rights and Responsibilities as Students Transition into Adulthood](#)
- [Instruction in Self-Advocacy Lesson 2](#)
- [Preparing students to be Successful Self-Advocates](#)
- [Differences Between High School and Postsecondary Accommodations](#)
- [Accommodations and Modifications Tip Sheet](#)
- [Tips for Working with Students Attending Community Colleges, Colleges of Applied Technology, or Traditional 4-Year Schools](#)
- [The ADA and Public Accommodations](#)

Materials

- 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

Vocabulary Review

- Review the suggested vocabulary using the online vocabulary review or print out course vocabulary flashcards

Think About

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

- Do you lose or gain responsibility when you go to college?
- If you need supports in high school, whose responsibility is it to make sure you get those supports?
- If you need supports in college, whose responsibility is it to make sure you get those supports?
- Does the college have to change the admission requirements for you if you have a disability?
- How is the role your parents play in high school different in college?

Play the Game

- Instruct students to play the game found on the Get Involved page
- Students can play the game independently, work in small groups, or play as a class or one-on-one with a provider or teacher



School-Based Activity

Discuss:

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

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 college 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 in college
- Students should plan what information they would like to include using the [infographic planning sheet](#). Have students consider the goal and audience for their infographic
- Students will choose if they would like to make their infographic by hand, with [PowerPoint, or with 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, friends and family, or display them in the classroom. They can also add it to their transition portfolio

Community-Based Extension

Extend:

- Students will interview someone from the student services or admissions office at a college and someone who works in their high school (ex: teacher, counselor, administrator)
- Help students to contact and set up informational interviews. They can be in-person, virtual, via email, or over the phone
- Download or print the [interview and reflection 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

- Read the content out loud to the students
- 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