



Instructional Targets

Standards for Language

- **Vocabulary Acquisition and Use:** Use words acquired through academic and domain specific sources when speaking and writing.

Personal Life

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



Differentiated Tasks

Level 3 Students will...

- Use unit topic words in conversation.
- Identify and respond to personal rights and responsibilities in daily living, community and vocational situations.

Level 2 Students will...

- Point to pictures of key vocabulary from unit topics as part of a discussion.
- Identify basic personal rights and responsibilities in a variety of situations.

Level 1 Students will...

- Make a selection to indicate a picture of key vocabulary within a unit topic.
- Participate in making personal decisions.



Topic Connection

In Chapter 3, **DNA in People**, students learn DNA is inside every person. This DNA makes us different from those around us. People look different, act different and like to do different things. One thing people like to do is go to the movies. In this lesson, students will practice making decisions about the rights and responsibilities of going to a movie.



Topic Words



different*

DNA



Transition Words

decision
identify

participate
personal

respond
situation

* Power Words



Lesson at a Glance

Activity 1



Instructional Activities

Making Responsible Choices



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



ULS Materials and Resources

Rights and Responsibilities Poster

The Right Thing to Do Scenarios

L³ Skills: **Life Skills**



Additional Materials

Lesson 8 - Life Skills Application 3

Activity 1 - Making Responsible Choices

8
Activity 1



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Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce this activity by asking a focus question. For example, ask, "What is something people can do for fun—go to the movies or go in time out?" Discuss students' responses. • Tell students that going to the movies is a great way to have fun. Explain that going to the movies, or doing any activity out in the community, is a privilege that requires them to make the right decisions and be responsible for their actions. • Introduce the learning goal. Tell students that they will learn their rights and responsibilities when going to a movie. Say, "Your job is to identify the rights and responsibilities when going to the movies." • Review the learning goal with students: I will identify my rights and responsibilities when going to a movie.
Model	<ul style="list-style-type: none"> • Display the Rights and Responsibilities Poster. Read each column aloud. Explain to the students that the Rights column goes along with the Responsibilities column since every right comes with a responsibility. Model the items on the poster as if in a movie theater. • Display The Right Thing to Do Scenarios. Read the scenarios aloud. Discuss with the students the choices that Todd made in the scenarios. Model how to think through each choice and make a decision using the Rights and Responsibilities Poster as a guide. For example, say, "Todd is at the movie theater. He wants to watch the new action movie. Todd looks at the rating and sees that the movie is PG. Todd knows that this is safe for him to watch. Todd buys the ticket. From looking at the poster I know that Todd has the right to buy a ticket so I will select 'yes' for the first question. Todd was also being responsible when picking the movie since it is PG so I will select 'yes' for the second question." • Encourage the students to act out the scenarios in the classroom setting. Have students determine if they are making the right choice and if they are being responsible for their choices.
Provide Practice	<p>Provide students with the Rights and Responsibilities Poster and The Right Thing to Do Scenarios.</p> <p>Level 3: Have the student identify and respond to personal rights and responsibilities in daily living, community and vocational situations such as going the movies by completing The Right Thing to Do Scenarios.</p> <p>Level 2: Have the student identify basic personal rights and responsibilities in a variety of situations such as going to the movies by completing The Right Thing to Do Scenarios.</p> <p>Level 1: Have the student participate in making personal decisions when going to the movies by completing The Right Thing to Do Scenarios. For example say, "Do you have the right to bring your phone to the movies?" Have the student choose yes/no.</p>
Review	<ul style="list-style-type: none"> • Review the learning goal by having students share their answers to the scenarios. Have the students practice their rights and responsibilities at the movie theater in a mock up setting in the classroom when possible. • Have the students discuss other places or situations in the community where they have rights and responsibilities, such as the library or shopping at a store.



Check Understanding ?

- ❄ **Level 3:** Can the student identify and respond to personal rights and responsibilities in daily living, community and vocational situations such as going the movies by completing The Right Thing to Do Scenarios?
- ❄ **Level 2:** Can the student identify basic personal rights and responsibilities in a variety of situations such as going to the movies by completing The Right Thing to Do Scenarios?
- ❄ **Level 1:** Can the student participate in making personal decisions when going to the movies by completing The Right Thing to Do Scenarios?



Going to the Movies



I have the right to...

buy a movie ticket and movie snacks.

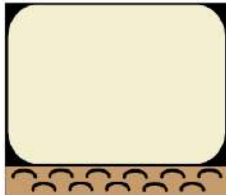


But I have the responsibility to...

make sure I have enough money to pay for my items.



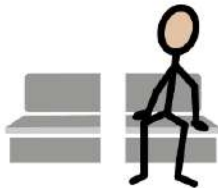
pick a movie to watch.



make sure it is a movie that is safe for me to watch.



pick my seat.



make sure I do not disrupt anyone or act out in the movie theater.



bring my phone.



make sure I turn off the volume while in the movie theater.



The Right Thing to Do Scenarios

Todd is at the movie theater. Todd's mom gave him \$15 to buy one movie ticket, one small popcorn and a small drink. Todd buys the movie ticket for \$10. He has \$5 left. Todd really likes popcorn so he decides to buy the extra large size along with an extra large soda instead of the small size. This costs another \$12. Todd does not have enough money.



Does Todd have the right to buy a movie ticket and movie snacks?

yes



no



Did Todd make a responsible decision with his money?

yes



no



Todd is at the movie theater. He wants to watch the new action movie. Todd looks at the rating and sees that the movie is PG. Todd knows the movie is safe for him to watch. Todd buys the ticket.



Does Todd have the right to pick out the movie he wants to watch?

yes



no



Did Todd make a responsible decision picking the movie?

yes



no



The Right Thing to Do Scenarios

Todd and his friends are at the movie theater. They pick their seats right in the middle of the theater. They are excited for the movie. Todd's friends are loud and scream during the action parts of the movie. They also get up and block the view from the people behind them. Todd does not do this. Todd stays in his seat and watches the movie.



Does Todd have the right to pick his seat?

yes



no



Did Todd make a responsible decision while watching the movie?

yes



no



Todd is at the movie theater. He brings his cell phone so he can call his mom to let her know when the movie is over. Todd does not turn the volume off before the movie starts. During the movie Todd gets a call from his friend. The ring is very loud and disrupts others around him.



Does Todd have the right to bring his cell phone to the theater?

yes



no



Did Todd make a responsible decision with his cell phone?

yes



no

