

Teen
BILL OF
RESPONSIBILITIES
COURSE
FACILITATORS' MANUAL

VERSION 11.1

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Teen Bill of Responsibilities Course

Six Lessons

Facilitators' Manual

Version 11.1

The Teen Bill of Responsibilities Course is a 6-part course that can be taught in one day, over a number of days, or one lesson per week over a 6-week period. Each lesson deals with a different aspect of personal responsibility and each lesson builds on the previous lesson.

The course is taught using a combination of teaching methods: the Socratic Method and Guided Discussion. In this course, the views of the teacher – and the author, for that matter – are irrelevant to the students' learning experiences. Questions are asked and students' answers are acknowledged but not judged. That is, there are no "wrong" answers. All the experiences discussed are the students' experiences, and all realizations and conclusions reached about the idea of personal responsibility will be the students' own.

Let me clarify that when I say teachers make no judgment of students' answers, I do not mean that this is a course that teaches that judgment is wrong. On the contrary – part of taking personal responsibility is the ability to understand that rights are linked to responsibilities and that people are accountable for their actions. When the student understands this, in his own terms, the student begins to cultivate and exhibit better judgment in determining his own actions.

NOTE TO TEACHERS

There are no statements in this Facilitators' Manual about how a student is supposed to think, feel or act. There is no "lecture" portion of the course. The purpose of the course is to *create a context in which the student can have his or her own realizations about rights and responsibilities.*

You will note that part of the course is *in italics*. The italics portion of the manual is provided to "prime the pump" when a particular question elicits no or vague answers, or to guide the discussion back on track if it starts to wander off topic. It is important for teachers to make sure they keep students focused on the questions being discussed and to guide them through to a completion of each lesson. Some questions may require no prompting, while others may require considerable prompting, in which case the italics portion of the manual can be very useful.

"Note to Teachers" appears occasionally throughout the course. These notes are based on experiences the author or teachers have had presenting the course.

Since the answers to each question build on previous ones, it is best to read the questions as written. The one exception to this rule is that if you find, for any reason, that a question might be inappropriate for your students, feel free to delete it from the course or change it to suit your needs.

Many of the answers will be the same from class to class, yet no class will be exactly the same as any other. Therefore, the teacher is encouraged to take notes occasionally that he or she may find helpful in future classes. (That is why space is provided after questions.) A teacher may also access the Facilitators' Section of the www.responsibility.com website using his or her password. This section on the website features a "knowledge base" created from feedback from other Facilitator/Teachers around the country. You are encouraged to draw from and add to that knowledge base.

Course Goals:

1. Get students to link rights with responsibilities.
2. Encourage students to start thinking about the idea that as they assume more responsibilities, they receive more rights. Some students believe that "as I get older, I get more rights." This is only partially true. The key here is that the **action** of becoming more responsible, or taking more responsibility, is even more directly tied to getting more rights and, consequently, more personal freedom.
3. Get students to understand the **Power** of Personal Responsibility and what it can mean to their lives.

Important Note:

**Using the *Teen Bill of Responsibilities* book
in conjunction with the Teen Bill of Responsibilities Course**

It is ideal to use the *Teen Bill of Responsibilities* book (Jodere Group, ISBN 1-58872-079-9, \$12.00) together with the Course. We offer discounts to schools that wish to purchase books for students and we actively encourage local and national businesses to buy books at a special discount and donate them to local schools. If you do not have books for your classroom, and would like information about school discount pricing, please call 1-800-569-1002.

At the end of each lesson, there is a section called "FOR CLASSES USING THE *TEEN BILL OF RESPONSIBILITIES* BOOK." This section provides exercises to be done in conjunction with the book, along with page numbers that refer to page numbers in the book.

If you do not have the *Teen Bill of Responsibilities* book, you may still teach this Course with this Facilitators' Manual only, because the Course is designed to be taught with, or without, the book.

Lesson One – General Discussion of Personal Responsibility

What does it mean to have a **right**? (*Note to Teachers: You may find it helpful to read the dictionary definition of "right": conformable to justice, law or morality; in accordance with fact, reason, or truth; correct; due to anyone by law, tradition or nature.*)

What does it mean to be **responsible**? (*Note to Teachers: You may find it helpful to read the dictionary definition of "responsible": legally or ethically accountable; being the cause of something; capable of making moral or rational decisions; characterized by good judgment.*)

Open discussion: What does personal responsibility mean to you? *There are no right or wrong answers here. Just let students talk about the subject without judging any answers. Encourage as much participation from as many students as possible. (Note to Teachers: Some students may confuse blame with responsibility. If so, encourage a discussion of the differences between the two. The important differences are that "taking personal responsibility" usually requires some action, while "taking the blame" requires very little, if any, action and often is associated with punishment.)*

In America do you have the freedom, or the right, to do anything you want to do?

Give me some examples of things you **cannot** do. *Do you have the right to assemble and start a riot? Do you have the right to overthrow the government? Why do you think that is? Do you have the right to hit somebody with whom you do not agree? Do you have the right to say things that aren't true about someone else that damages his or her reputation? Does a newspaper have the right to print harmful things about people when it knows those things aren't true?*

Why do you suppose you can't do such things?

What kind of a world would it be if you could do anything you wanted to do, anytime you wanted to do it?

What if people who didn't like you had the freedom to do anything they wanted to do to you? Or say anything they wanted to say about you even though what they said wasn't true?

Do you think it's a good thing to have some limitations on our freedoms, on our rights? Why? Why not? Do you think it's a good idea to have responsibilities along with our rights?

Do you have the **right** to be happy? *(Note to Teachers: If anyone says yes, ask that person why he believes this is so. Usually the person will say that the Constitution guarantees us the right to be happy. Read the exact quote: We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness. The promise, or guarantee, is the right to pursue happiness.)*

FOR CLASSES USING THE *TEEN BILL OF RESPONSIBILITIES* BOOK.

1. Have the class turn to page 2 in their *Teen Bill of Responsibilities* books (the first page of the **myself** chapter).
2. Ask five different students to read the "right to" and "responsibility to" couplets from page 2 through page 11, having each student complete a single "right to" and "responsibility to" couplet.
3. Have the class turn to page xv (**notes on the interactive section**) and read pages xv - xvi.
4. Have the class turn to page 12 (**interactive section** of the **myself** chapter). Have one student read the "right to" portion of the couplet, then ask the class for possible answers to the "responsibility to" blank portion of the couplet. Continue this process through page 16.
5. Ask the class if there are any other "rights" they believe they have that were not covered in this chapter and which would fall appropriately under the "myself" category. If there are any, have the students state each of those rights in the form of a "right to" portion of the couplet, then ask the class for possible answers to the "responsibility to" portion of the couplet.

Homework: Write down several key rights you have in your family. What responsibilities do you have to your family?

Lesson Two – Family

Go over the homework assignment. *Encourage student participation. Students have spent time writing out their answers and thinking about the homework questions. It is the best time for students to participate because they already have the answers on the paper in front of them.*

What are the differences between the rights **you** have in your family and the rights **your parents** have? *What do you think about that? Do you think it's fair? Do you think you should have more rights? Why? Why not?*

What are the differences between the responsibilities **you** have in your family and the responsibilities **your parents** have? *What do you think about that? Do you think it's fair? Should you have more responsibilities or less? Why? Why not?*

Should teenagers have exactly the same rights as their parents? Why? Why not?

Should teenagers have exactly the same responsibilities as their parents? Why? Why not? *What would happen if your parents decided to take the summer off and expected you to stay home and work during your summer vacation to pay the bills? Would that be fair? Why not?*

Who has more rights, you or your parents? Do you think that's fair? Why? Why not?

Does a newborn baby have any rights? Any responsibilities? *A newborn has rights, but no responsibilities.*

Do students in elementary school have more rights than infants? If so, what are they? *They have more rights than infants, but still less than adults.*

Do students in elementary school have more responsibilities than infants? If so, what are they?

Do students in middle school and high school have more rights than students in elementary school? If so, what are they?

Do students in middle school and high school have more responsibilities than students in elementary school? If so, what are they?

Do people seem to get more rights as they get more responsibilities? Why do you think that is? Do you think that's fair? Why? Why not? (**Note to Teachers: This is a key point – one of the course's three goals.** Ideally, the student starts to realize that in our society as we get more responsibilities we also get more rights and, in the process, start to gain more control over our lives. Students are keenly interested in rights and freedom at this age and it is important to help them make the connection between rights and responsibilities.)

FOR CLASSES USING THE *TEEN BILL OF RESPONSIBILITIES* BOOK.

1. Have the class turn to page 90 (the first page of the **my family** chapter).
2. Ask five different students to read the "right to" and "responsibility to" couplets from page 90 through page 99, having each student complete a single "right to" and "responsibility to" couplet.
3. Have the class turn to page 100 (**interactive section** of the **my family** chapter). Have one student read the "right to" portion of the couplet, then ask the class for possible answers to the "responsibility to" blank portion of the couplet. Continue this process through page 104.
4. Ask the class if there are any other "rights" they believe they have that were not covered in this chapter and which would fall appropriately under the "my family" category. If there are any, have the students state each of those rights in the form of a "right to" portion of the couplet, then ask the class for possible answers to the "responsibility to" portion of the couplet.

Homework: Write down several key rights you have at school and with your friends. What responsibilities do you have at school and with your friends?

Lesson Three – School and Friends

Go over the homework assignment.

What rights do you have as a student? *For example: A right to attend class. A right to have a qualified teacher in every class. A right to be able to hear the teacher. A right to feel safe at school.*

When students are unable to hear the teacher because a student disrupts the class, who is responsible? What are some ways the situation could be handled? Whose rights are infringed on?

When students don't feel safe at school because they are afraid of other students who carry weapons, who is responsible? What are some ways the situation could be handled? Whose rights are infringed on in such situations?

Do students have the right to speak in class? Do students have the right to speak in class anytime they want? Why not?

What responsibilities do you have as a student?

Who has more rights, a student or a teacher? Name some of those rights. Do you think that's fair? Why? Why not?

Who has more responsibilities, a student or a teacher? Name some of those responsibilities. Do you think that's fair? Why? Why not?

What responsibilities does your school have to you? *Does your school have a responsibility to provide a safe environment in which you can learn? Does your school have the responsibility to provide qualified instructors and quality materials?*

What should be the remedy if your school does not live up to the responsibilities it has to you? *A student might say that he could leave that school and transfer to another. A student might say that the school shouldn't get the money it receives from her parents or the government.*

What responsibilities do you have to your school? *Do you have the responsibility not to endanger other students or disrupt the learning environment?*

What would happen if you took no responsibility for being a student in your school? Give me some examples. *What would happen if you just showed up to class whenever you wanted to show up? What would happen if you disrupted class so that your classmates who had studied and wanted to learn could not do so? What would happen if you assaulted or intimidated your classmates or teachers?*

What should be the remedy if students do not live up to the responsibilities they have to the school, their teachers and their classmates? Give me some examples.

EXERCISE: *What if I asked you to bring in two hundred dollars tomorrow – of your own money, not your parents' money – and then I told you that I was going to give that money to the students across the hall for **their** education? What level of responsibility would you expect from the teachers and the students across the hall if you paid for the learning experience? What would you expect of the teacher? What would you expect of students in the classroom? If you paid for your own education, with your own money, would that change how you felt about going to school? How would things be different in the classroom? Would you say that you would probably take more or less responsibility for the educational process than you do now? Why?*

What responsibilities do you have to your friends? Examples: *Do you have any responsibility to your friend if he/she told you that he/she was going to drop out of school? Bring a weapon to school? Cheat on a test? Drink alcohol?*

What responsibilities do your friends have to you? *What if your best friend was invited to a party and that party was being attended by most of your other friends, and the host was also a friend of yours, but you weren't invited? What responsibility, if any, does your friend have to you? Let's say you borrow your parents' car, go to a party and your friend sees you are intoxicated. Does he or she have a responsibility to see that you do not get behind the wheel of the car? Why? Why not?*

FOR CLASSES USING THE *TEEN BILL OF RESPONSIBILITIES* BOOK.

1. Have the class turn to page 112 (the first page of the ***my friends*** chapter).
2. Ask five different students to read the "right to" and "responsibility to" couplets from page 112 through page 121, having each student complete a single "right to" and "responsibility to" couplet.
3. Have the class turn to page 122 (***interactive section*** of the ***my friends*** chapter). Have one student read the "right to" portion of the couplet, then ask the class for possible answers to the "responsibility to" blank portion of the couplet. Continue this process through page 126.
4. Ask the class if there are any other "rights" they believe they have that were not covered in this chapter and which would fall appropriately under the "my friends" category. If there are any, have the students state each of those rights in the form of a "right to" portion of the couplet, then ask the class for possible answers to the "responsibility to" portion of the couplet.
5. Have the class turn to page 134 (the first page of the ***my school*** chapter).

6. Ask five different students to read the "right to" and "responsibility to" couplets from page 134 through page 143, having each student complete a single "right to" and "responsibility to" couplet.
7. Have the class turn to page 144 (***interactive section*** of the ***my school*** chapter). Have one student read the "right to" portion of the couplet, then ask the class for possible answers to the "responsibility to" blank portion of the couplet. Continue this process through page 148.
8. Ask the class if there are any other "rights" they believe they have that were not covered in this chapter and which would fall appropriately under the "my school" category. If there are any, have the students state each of those rights in the form of a "right to" portion of the couplet, then ask the class for possible answers to the "responsibility to" portion of the couplet.

Homework: Determine several key rights you have in your neighborhood and local community. What responsibilities do you have to your neighbors and local community?

Lesson Four – Citizenship: Rights and Responsibilities in your Neighborhood, Local Community, and as a Citizen of the United States.

Go over the homework assignment.

What are your rights in your local neighborhood and community? *You have the right to safe streets (referring to traffic safety here). You have a right to clean air and water. You have the right to feel safe in your homes.*

What responsibilities do you have in your local neighborhood and community? *If you want the streets to be safe, is it necessary to obey the traffic safety laws? What if you decided to obey the laws only when it was convenient? What if others felt the same way you did? If you didn't obey the traffic laws, and you were injured as a result, who would be responsible?*

What responsibility do you have for feeling safe in your own home? What could you do personally, or with the help of other family members to make your home safer?

If you knew that a classmate was committing crimes in your neighborhood, would you report that person to the police? *Many students will say something like it's not okay to "rat" on a friend, or to rat on someone in general. Just accept all answers without judgment.*

If that classmate committed that same crime against you or your family, would you report that person to the police? *(Note to Teachers: This usually gets a different response because the event is now personal, not theoretical. If it does not get a more personal response, then make the question more specific, e.g., the person stole your mother's wedding ring, or stole two hundred dollars you had saved for vacation, or knocked your mother down and injured her to the extent she had to go to the emergency room, etc.)*

How would you feel if members of your family were the victims of a serious crime and people in the neighborhood knew about the crime in advance and did nothing to warn you or tell police?

What would happen if none of us looked out for, or took any responsibility for, our neighbors and just looked out for ourselves? Would your neighborhood be safer or more dangerous?

If you had the choice of "ratting" on a friend or preventing someone from being hurt, what would **you** do? Does it depend on the crime? Does it depend on whether or not you have a personal connection with the intended victim? What level of crime or personal connection would you want *others* to observe if the crime was going to be perpetrated against you or a member of your family?

If you wanted to feed the homeless, do you think it would be more **effective** to go to a concert to end world hunger or volunteer a little time, money and/or food to the best local homeless organizations in your community? Which action feeds more people? What would happen to world hunger if everyone in every neighborhood donated a little time, money and/or food?

What **action** can **you** take – what responsibility could you take – **in the next seven days** to feed or in some way help a person in need in your community?

Do you have any responsibility for helping to keep the environment clean and livable for yourself and your neighbors? Give me some examples. *Can you toss e-waste (computers, monitors, etc.) in the trash? How do you dispose of e-waste? What would happen to your neighborhood if you decided to leave your trash out wherever and whenever you wanted to leave it?*

What **action** can **you** take – what responsibility could you take – **in the next seven days** to make your community or neighborhood cleaner, or more livable and attractive?

What are your rights as a U.S. citizen? *Freedom of speech, freedom of the press, etc.*

What are your responsibilities as a U.S. citizen? [*Note to Teachers: This question may require some prompting, e.g., Do you have the responsibility to vote (when you're old enough)? (In some classes, time permitting, a mini-discussion on voting can be facilitated, e.g., When you vote, what responsibilities do you have, if any? The class can even answer the question in the context of voting for class officers. Usually the discussion leads – or can be led – to a conclusion that the main responsibility of people who vote is to be informed about the people and issues on which they are voting.) Do you have the responsibility to obey the laws (whether you agree with them or not)? Do you have the responsibility to do your best to exercise your rights wisely – freedom of speech (to speak truthfully), freedom of the press (to publish the truth)?*]

Does every country have the same rights? Give me some examples of how rights in other countries differ from the rights we have in the United States. *Do women have the same rights around the world that they have in the United States? Does everyone in every country have the right to vote? To own property?*

Hundreds of thousands of people every year, from all over the world, many of them literally risking their lives in the process, try to come to the United States to live. Why do you think so many more people want to come to the United States than any other country?

No other country has exactly the same rights we have. In some countries a person cannot own property. In some countries women cannot vote or even go to school. Therefore, "rights" do not simply "appear out of thin air." Where do our rights in the U.S. come from? *(Note to Teachers: Many students will say our rights come from the Constitution or the Bill of Rights. That's true, to a certain extent, but documents, by themselves, cannot sustain their own intent without the **action** of our courts, our military, and the many, many **actions** of everyday citizens who are committed to preserving those rights for themselves, their families and their fellow citizens.)*

Have our rights ever been threatened? If so, when and how?

Are there people in the past who have wanted to destroy this country? If so, who and when?

What would happen to our rights if the U.S. was taken over by another country or if the form of government we now have was destroyed? Would we still have the same rights we do now? Do you think we would have more or less rights? Why?

Do we have a responsibility to defend this country? What would happen if we did not? What would happen to our rights if we did not?

FOR CLASSES USING THE *TEEN BILL OF RESPONSIBILITIES* BOOK.

1. Have the class turn to page 156 (the first page of the ***my neighborhood, community and country*** chapter).
2. Ask five different students to read the "right to" and "responsibility to" couplets from page 156 through page 165, having each student complete a single "right to" and "responsibility to" couplet.
3. Have the class turn to page 166 (***interactive section*** of the ***my neighborhood, community and country*** chapter). Have one student read the "right to" portion of the couplet, then ask the class for possible answers to the "responsibility to" blank portion of the couplet. Continue this process through page 170.
4. Ask the class if there are any other "rights" they believe they have that were not covered in this chapter and which would fall appropriately under the "my neighborhood, community and country" category. If there are any, have the students state each of those rights in the form of a "right to" portion of the couplet, then ask the class for possible answers to the "responsibility to" portion of the couplet.

Homework: What are your rights when it comes to others being tolerant of your beliefs and actions? What are your responsibilities when it comes to being tolerant of other people's beliefs and actions?

Lesson Five – Personal Responsibility and Tolerance

Go over the homework assignment.

What does **tolerance** mean? *According to The American Heritage Dictionary, "tolerance" means "the capacity for, or practice of, allowing or respecting the nature, beliefs, or behavior of others."*

What does it mean to **accept** someone or something? *The American Heritage Dictionary defines "accept" as "being favorably disposed toward" and "to regard as true; believe in."*

If you have the responsibility to be tolerant of people and their views, does that mean you have the responsibility to accept those views? Give me some examples.

Can you be tolerant of people and their ideas and still disagree with those people and their ideas? *Of course. What if someone of a religion different from your own wanted to tell others about her religion? Would you be "tolerant" of her right to do so? Yes. Does that mean that you would have to accept her religion? Of course not. Let's say someone who had a political affiliation different from your own wanted to express her opinion about politics. Would you be tolerant of her right to express her opinion? Yes. Would you have to accept her ideas? Certainly not.*

Do we have a responsibility to be tolerant of all ideas and all behavior? *You do not have to be tolerant of people who infringe on the rights of others. For example, if someone believes that eating animals is wrong, does he have the right to kill cattle ranchers or people who work in meat processing plants, or to destroy property? Of course not. If someone believes that abortion is wrong, does he have the right to kill abortion doctors? Absolutely not. If someone believes that corporations are evil does he have the right to blow up corporate buildings or kill the workers? If someone believes that a person should be harmed – physically, financially, or in any other way – because of the color of his or her skin, we have an obligation **not** to tolerate such ideas.*

What are some examples of behavior we don't have the responsibility to tolerate?
Violence against another person, violent demonstrations, murder, rape, stealing, etc.

Do you have the responsibility to be tolerant of those who infringe on your rights? *We tolerate people with different religious and political ideas. We do not have to tolerate the **behavior** of those same people who try to **enforce** their religious or political beliefs on us.*

Do you have a responsibility to tolerate **ideas** that you don't like, and may even find offensive? *For the most part, yes.*

Do you have the responsibility to tolerate **behavior** you don't like or find offensive, but is not against the law? Give me an example of some type of behavior you might not like, but have to tolerate? *Smoking where it is not prohibited by law is a common example.*

Can you give me an example of something **you** do, or think, that other people might have to tolerate even though they might not like it?

What if we all had unlimited rights and freedom to do anything we wanted anytime we wanted? *That would mean that even though **you** could do anything you wanted, **so could everyone else.** What do you think would happen then?*

Many people believe that their beliefs and actions are correct and must be tolerated by others. However, they feel no obligation to tolerate the actions and beliefs of those with whom they disagree. Can you think of any examples in your own life where others were **not** tolerant of you, but expected **you** to be tolerant of them?

Can you think of any examples in your own life where **you were not tolerant** of others, but expected others to be tolerant of you?

FOR CLASSES USING THE *TEEN BILL OF RESPONSIBILITIES* BOOK.

1. Have the students turn to page 46 (the first page of the *my beliefs* chapter).
2. Ask five different students to read the "right to" and "responsibility to" couplets from page 46 through page 55, having each student complete a single "right to" and "responsibility to" couplet.
3. Have the class turn to page 56 (*interactive section* of the *my beliefs* chapter). Have one student read the "right to" portion of the couplet, then ask the class for possible answers to the "responsibility to" blank portion of the couplet. Continue this process through page 60.
4. Ask the class if there are any other "rights" they believe they have that were not covered in this chapter and which would fall appropriately under the "my beliefs" category. If there are any, have the students state each of those rights in the form of a "right to" portion of the couplet, then ask students to fill in the "responsibility to" portion of the couplet.

Homework: List examples of how taking responsibility is empowering. List examples of how NOT taking responsibility might seem like a good thing.

Lesson Six – The Power of Personal Responsibility

Go over the homework assignment.

How can **not** taking responsibility seem like a good thing? *If you do something that doesn't work out the way you hoped it would, and you're not responsible, you don't have to be embarrassed and you don't have to pay any price. Another reason not taking responsibility might seem good is that when things go wrong and you're not responsible, you're off the hook. After all, who wants to get "blamed"?*

How can **not** taking responsibility for your actions affect you? *What if you got into an accident and left the scene of the crime? What if you – a young man – got a girl pregnant and refused to take responsibility? What if you got one of your friends really intoxicated, knowing he planned to drive home, and that person got into an accident and seriously hurt someone and/or himself?*

Sometimes taking responsibility doesn't seem like such a good idea, or at least not a pleasant or easy thing to do, does it? Just because a thing doesn't feel good, or is not pleasant, does that mean that it's not the right thing to do?

Have you ever done something that seemed hard or demanding, but turned out to be the right thing to do? Give me some examples. How did that make you feel about yourself?

Have you ever denied responsibility for something that you were actually responsible for but were afraid to say so? Give me some examples – **whatever you feel comfortable sharing**. How did that make you feel about yourself?

If someone did something harmful to you or your family, would you rather that person **took responsibility** for what he did, or **took the blame**? Give me a couple of examples that explain the difference.

Let's take a look at what can happen when you have **only rights without responsibilities**? For example, in the following relationships:

Parents and infants – Parents have full responsibility, infants have none.

Parents and teens – As a teenager, do you think your life would be better or worse if you had only rights and no responsibilities? Please explain. Teens have some responsibilities, while parents have much more. Teenagers generally get more responsibilities as they demonstrate their ability to handle increasing levels of responsibility.

Company and employee – What if a company had only rights without having any responsibilities to its employees? Would you want to work for that company? Why or why not?

What if an employee had only rights and no responsibility to his employer?
Would you want to hire that employee? Why or why not?

Government and citizens – What if a government had no responsibility to its citizens? Would you want to live in such a place?

What if people had no responsibility to or for their government?

What would happen if you **only had responsibilities and no rights**? Give me some examples. (*A prisoner, a POW, people who live under a dictator – you may have some restricted rights, but they are always at the pleasure of the dictator and can be withdrawn at any moment and you are without any legal recourse.*)

Does being a responsible person give you **more** or **less** control over your own life? Who has more or less power over his or her own life, a responsible person or a person who has no responsibilities? How so?

How can being more aware of rights and responsibilities help you?

In your family?

With school and friends?

In your community?

In your country?

In your life in general?

FOR CLASSES USING THE *TEEN BILL OF RESPONSIBILITIES* BOOK.

1. Have the class turn to page 24 (the first page of the *my life* chapter).
2. Ask five different students to read the "right to" and "responsibility to" couplets from page 24 through page 33, having each student complete a single "right to" and "responsibility to" couplet.
3. Have the class turn to page 34 (*interactive section* of the *my life* chapter). Have one student read the "right to" portion of the couplet, then ask the class for possible answers to the "responsibility to" blank portion of the couplet. Continue this process through page 38.
4. Ask the class if there are any other "rights" they believe they have that were not covered in this chapter and which would fall appropriately under the "my life" category. If there are any, have the students state each of those rights in the form of a "right to" portion of the couplet, then ask the class for possible answers to the "responsibility to" portion of the couplet.

NOTE: The following section is optional. The appropriateness for his or her class is left up to the discretion of the teacher.

1. Have the students turn to page 68 (the first page of the *my body* chapter).
2. Ask five different students to read the "right to" and "responsibility to" couplets from page 68 through page 77, having each student complete a single "right to" and "responsibility to" couplet.
3. Have the class turn to page 78 (*interactive section* of the *my body* chapter). Have one student read the "right to" portion of the couplet, then ask the class for possible answers to the "responsibility to" blank portion of the couplet. Continue this process through page 82.
4. Ask the class if there are any other "rights" they believe they have that were not covered in this chapter and which would fall appropriately under the "my body" category. If there are any, have the students state each of those rights in the form of a "right to" portion of the couplet, then ask the class for possible answers to the "responsibility to" portion of the couplet.