



Know Your Rights Lesson Plan

Pre-OneAmerica Know Your Rights Lesson Plan

*Prior to this lesson we work with our students by activating prior knowledge through showcasing one of our leaders stories Teresa. Teresa is an immigrant mother, her first language is Spanish, she is a fierce education, immigrant and refugee rights advocate that has been advocating for many years and is one of OneAmerica’s core leaders.

Activities:

1. Teresa – Language Access Video
2. Teresa Language Access Video Debrief
3. Teresa – Clean Dream Act Post Card Signing

Materials Needed for OneAmerica Know Your Rights Lesson Plan

1. Know Your Rights Red Cards <https://www.ilrc.org/red-cards>
Template to print your own and in many languages. These cards are available in: Arabic | Chinese | English | Hmong | Korean | Spanish |Vietnamese (Please Print enough for each participant I will also send you a follow up email post kyr pres for folks to access these docs, orgs and links)
2. LCYC Safety Plan <http://www.lcycwa.com/immigration-safety-plan-and-resources/>
3. ILRC KYR Script
4. OA Attorney Referral List
5. OA Citizenship Day Flyers
6. White board and Markers
7. PowerPoint (optional)
8. PowerPoint Tech Capabilities: screen, computer, clicker(optional)

<p>REVIEW FROM PREVIOUS LESSON</p>	<p>Review: What is language access?</p> <p>Show Language Access Video: “Parent Changemaker: Fighting to Remove Language Barriers for Families” https://www.youtube.com/watch?v=SIPA6mE8roM</p>
<p>ACTIVATING BACKGROUND KNOWLEDGE (asking questions; writing key terms on the board)</p>	<p><u>Activate Background Knowledge:</u></p> <ol style="list-style-type: none"> 1. Why is it important to know our rights and advocate like Teresa does? 2. What does it mean to you to be an immigrant? 3. What are some of the barriers/challenges immigrants face? <p><u>Introduce vocabulary words:</u></p> <ol style="list-style-type: none"> 4. Define: Immigrant Rights

	<p>Immigration enforcement Immigration Status / Legal Status Immigration Raids Immigration Customs Enforcement - ICE Customs and Border Patrol - CBP Department of homeland Security - DHS</p> <p>Note: You can mention the words orally and see which words students want to know about. Then define and translate. If they are all on the board, students want to write them down, slowing down the class. Have vocab study sheet available for students.</p> <p><u>Transition into the lesson:</u></p> <ol style="list-style-type: none"> 5. What do these words mean to you? 6. Why are they important to us? <p><u>Intro KYR Lesson:</u></p> <ol style="list-style-type: none"> 7. Introduce why we are doing a Know Your Rights Presentation and why it's important to us in this current time. Link back to points and language that students used in 1-5.
<p>PRESENTATION AND DISCUSSION</p>	<p><u>Skit and Roleplay</u> Today we are going to role play on an interaction with Immigration Enforcement. After we go through the role play we will talk together and go over questions, ideas and how this roleplays connect to us. We will share some information on our rights and how we can use (exercise) our rights. Together we will learn how we can protect ourselves and our rights when we have interactions with immigration enforcement.</p> <p>*Reference the Immigrant Legal Resource Center, March 2016 Know Your Rights Community Workshop*</p> <p><u>Skit I Roles Needed</u> Total Number of volunteers (3 to 5)</p> <ol style="list-style-type: none"> 1. Teresa 2. ICE Officer Smith 3. Narrator 4. 2 Children (optional) <p><u>Skit II Roles Needed</u> Total Number of volunteers (7 to 9)</p> <ol style="list-style-type: none"> 1. Wang Ling 2. ICE / Ice Officer #1

	<ul style="list-style-type: none"> 3. Ice Officer #2 4. Grandmother 5. Neighbor 6. Grandson 7. Narrator <p>2 children (optional)</p> <p>Skit and Role Play Debrief</p> <p><u>Skit I debrief questions</u></p> <ul style="list-style-type: none"> 1. How did Teresa act? What could she do differently? 2. If you were in that situation what would you have done? <p><u>Skit II debrief questions</u></p> <ul style="list-style-type: none"> 1. How did Wang Ling act? What did she and her family do that was different than Teresa? 2. What would you have done in Wang Ling’s situation? 3. What did the grandmother and grandson do to help out? 4. How else might ICE have reacted in this situation? What if ICE broke down the door, then what should the Wang Ling family do?
<p>GUIDED PRACTICE/MODELING TASK (Communication Skills)</p>	<p>Practice responding to statements or questions that ICE officers may say to you. Teacher models one of the dialogue’s with a tutor.</p> <ul style="list-style-type: none"> 1. ICE Officer will say: Open the door! You can say: I want to see a warrant. 2. ICE Officer will say: Where are you from? You can say: I have the right to remain silent. 3. ICE Officer will say: I want to ask you some questions. You can say: I want to speak to a lawyer. 4. ICE Officer will say: You can’t leave until you sign here. You can say: I will not sign anything.

	This content can also be created into a handout where students match the statement of the ICE Officer to the correct response.
PEER TO PEER – SMALL GROUP INTERACTION	Students partner up to practice dialogues. Switch roles so each student can practice responding to an ICE Officer.
HOW ENGLISH WORKS:	Many words in English share the same root word (<i>Migrants; Immigrants; Immigration; immigrate</i>); knowing vocabulary is the key to understanding, but it takes lots of practice. Flashcards can help.
STUDENT PRACTICE: VOCABLARY PRACTICE	Review key vocabulary and phrases from the PowerPoint. Use the PowerPoint to review content that has been covered. Encourage students to Encourage students to explain concepts in whatever language they choose. Show students how to make flashcards online using Duolingo Tinycards or Quizlet. Vocabulary: <ol style="list-style-type: none"> 1. Immigrant Rights 2. Immigration enforcement 3. Immigration Status / Legal Status 4. Immigration Raids 5. Immigration Customs Enforcement - ICE 6. Customs and Border Patrol - CBP 7. Department of homeland Security – DHS
QUICK CHECK AND FEEDBACK	How did the lesson go? How will you use this information?
CAN DO SELF ASSESSMENT AND SKILLS DEMO	
ASSIGNMENT AND EXTENSION	Webquest Out-of-class assignment: Students visit a website and answer questions about information found on the website. Legal Counsel for Youth and Children’s Website: http://www.lcycwa.com Webquest questions: <ol style="list-style-type: none"> 1. What does LCYC stand for? 2. What does LCYC advocate for? 3. What type of services does LCYC provide? 4. Find the “Immigrant Safety Plan for Youth & Children” pdf. When was this document last updated? (Give the month and year)