

Unit 3: Protecting Families in Cases of Separation

Students' Guide

LESSON 1: Describing Family Roles

Content Objectives

- Students describe their families.
- Students describe how their family talks about English.
- Students describe their family roles and community connections.

Legal Literacy Objectives

- Students become familiar with the definition of family under U.S. law.

Language Objectives

- Students practice reading, speaking, and writing about family-related issues in English.

KEY VOCABULARY:

Nouns	Verbs	Interrogatives
Child / Grandchild	To talk to	Where?
Teacher / Counselor	To be away	When?
Doctor / Nurse	To be sick	Who / Whom?
School	To tell	Why?
Hospital / Clinic	To go	What?
Home	To need	How many?
Advice	To ask for	
Problem / Help	To do	

LESSON ACTIVITIES:

PART A) Introducing Our Families

On a piece of paper, **write** the following expression and **read** it aloud to a classmate:

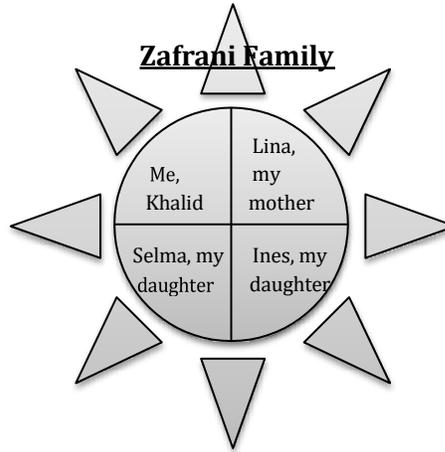
“My name is _____, and my family includes _____.”

These lessons contain some basic information about U.S. law. This information is not legal advice and is not a replacement for legal advice from a trained attorney. All information is current as of the date it was produced (April 2016).

Ex: My name is Khalid, and my family includes my mother and my two daughters.

Then **draw and label** a picture that represents your family:

Ex:



Part B) English and My Family

Somewhere on your drawing, write in English or your native language three thoughts (e.g., my mother is a doctor at home but can't be one here because she does not speak English; my sister got into college because she learned English; etc.) or feelings (e.g., I am proud of my father for coming here even when he can't speak English; I am sad not to speak English as well as my sister; etc.) you or members of your family have about learning or using English.

PART C) Describing Roles as Parents

In small groups, fill out the following chart, listing where you **go**, whom you **talk to**, what you **do**, and what you **need** in the following three situations, using vocabulary from the lesson and words you know.

- When your child is sick.
- When your child is having a problem in school.
- When your child is staying home while you are away for a few days.

WHEN my child:	WHAT my child <i>needs</i> :	WHERE I go:	WHOM I talk to:	WHAT I do:
is hungry.	to eat	home	my family	cook a meal
is sick.				

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is having a problem in school.				
is staying home while you are away for a few days.				

PART D) Reflections

Take a moment to reflect on the lesson, what you have learned, and the challenges you experienced with the activities, as well as what you enjoyed about them. Then, as a class, reflect on how your families are respected or not in society and how your families are affected by immigration status and use of English and other languages. Feel free to communicate in your native language, as necessary and possible.

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