Unit 1: Basic Human Rights  
Students’ Guide  
LESSON 4: A Call for Advocacy  

Content Objectives  
• Students discuss the importance of advocacy for and by individuals and their communities.  
• Students discuss how to connect with places and organizations in their communities, which can provide advice and support.  
• Students discuss situations in which they have experienced or witnessed unfairness.  

Rights Literacy Objectives  
• Students identify situations in which they can advocate for their rights related to healthcare, education, labor, legal documentation, etc.  
• Students reflect on advocacy strategies.  

Language Objectives  
• Students develop their vocabulary on rights and advocacy.  
• Students develop their vocabulary of places in the community.  
• Students practice speaking in front of groups.  

KEY VOCABULARY:  

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Interrogatives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocacy</td>
<td>To ask</td>
<td>Assertive</td>
<td>How many?</td>
<td></td>
</tr>
<tr>
<td>Court</td>
<td>To demand</td>
<td>Angry</td>
<td>What?</td>
<td></td>
</tr>
<tr>
<td>Lawyer</td>
<td>To find</td>
<td>Fair/Unfair</td>
<td>Who?</td>
<td></td>
</tr>
<tr>
<td>Community</td>
<td>To advocate</td>
<td>Close/far away</td>
<td>Where?</td>
<td></td>
</tr>
<tr>
<td>Goal</td>
<td>To remain</td>
<td>Straight</td>
<td>Why?</td>
<td></td>
</tr>
<tr>
<td>Neighborhood</td>
<td>To turn left/right</td>
<td></td>
<td>How long?</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>To go/walk</td>
<td></td>
<td>When?</td>
<td></td>
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</table>

PART A) Vocabulary: Places in the community.  

Write down the names of the places where you can find the following resources and/or people. Here is a list of common places in the community, but you can also come up with

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your own that are specific to your community:

<table>
<thead>
<tr>
<th>church</th>
<th>store</th>
<th>school</th>
<th>clinic</th>
<th>hospital</th>
<th>community center</th>
</tr>
</thead>
<tbody>
<tr>
<td>police station</td>
<td>pharmacy</td>
<td>supermarket</td>
<td>train station</td>
<td>bakery</td>
<td>gym</td>
</tr>
</tbody>
</table>

1) ESOL classes: _______________________
2) Bread and dessert: _______________________
3) My friends and family: _______________________
4) Job offers: _______________________
5) Transportation: _______________________
6) Legal support and advocacy: _______________________

**PART B) Giving directions.**

Based on places in your neighborhood, take turns practicing giving directions answering questions: “How do you get to ___? / How can I get to ___?”

**PART C) Brainstorm: What is advocacy?**

As a class, or in small groups, share stories about situations in which you have been denied your rights or experienced something that was unfair. Then brainstorm as a group about what advocacy means.

Questions to spark discussion can include:

- Why would somebody need to advocate? Why would they choose to advocate?
- How could the person denied his or her rights have advocated for him or herself?
- How could the person’s community advocate for him?
- What would the goals of the advocacy be?
- What action could the person have taken? The family? The community? Government officials?
- Where could they go for resources? Where could they go to advocate?

**PART D) Fish bowl activity**

Taking turns, three students sit on chairs arranged in a circle in the center of the class. They begin a conversation about their thoughts and experiences with advocating for their rights.

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in a situation. The other students sit in a wider circle, surrounding the three volunteers who are initiating the conversation, listening closely. A student in the outside circle can join the conversation in the inner circle by switching places with any one of the three initial volunteers. You can tap the shoulder of one of the students in the center if you want to switch places with them.