



## Unit 1: Basic Human Rights

### Teachers' Guide

### Intermediate Level

### LESSON 4: A Call for Advocacy

**FOR MORE INFORMATION TO HELP YOU ANSWER QUESTIONS THAT MAY COME UP DURING THIS LESSON, REFER TO THE FREQUENTLY ASKED QUESTIONS SHEET "IMMIGRANT RIGHTS AND CIVIL RIGHTS" AT THE END OF THIS LESSON.**

**Time:** 3 hours

#### **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.

#### **Materials Needed**

- Student lesson handout

#### **Content Objectives**

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#### **Rights Literacy Objectives**

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- Students reflect on advocacy strategies.

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### **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:**

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

**Before completing the activities below, the instructor should review the lesson vocabulary from the table above.**

### **PART A) Vocabulary: Places in the community.**

**Before doing the reading, the instructor reviews the vocabulary of places in the community and how to give directions. The instructor walks the students through the following activities' instructions and vocabulary. Then, she/he asks the students to complete the activities and ask questions.**

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 your own that are specific to your community:

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<b>church</b>	store	<b>school</b>	clinic	<b>hospital</b>	community center
police station	<b>pharmacy</b>	supermarket	<b>train station</b>	bakery	<b>gym</b>

- 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.**

**After the above activity, the instructor asks the students the following questions to prompt them to give directions: “How do you get to \_\_\_?/ How can I get to \_\_\_?” Then, after modeling the answers for the students, the instructor encourages students to ask questions to one another in pairs.**

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?**

**The instructor asks students to share stories about situations in which they were denied their rights or experienced unfairness. The class then brainstorms as a group (or in small groups) about possible advocacy strategies they can use in that situation. Some examples include parents trying to enroll their undocumented child in school and being denied; instances of discrimination; being denied health insurance based on immigration status. The students then brainstorm about what advocacy means. A possible definition of advocacy is a process by an individual or group with the goal of influencing public policy and social systems.**

**Questions to spark discussion can include:**

- **How could the person denied his or her rights have advocated for him or herself?**
- **How could the person’s community advocate for him or her?**

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- **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?**

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**

**Choose one of the stories the students shared in the prior activity (or if only doing this activity, ask students to share a story about a situation in which they were denied their rights or experienced something that was unfair). Taking turns, three students sit on chairs arranged in a circle in the center of the class. They are invited to begin a conversation about their thoughts and experiences with advocating for their rights in this situation. The other students sit in a wider circle, surrounding the three volunteers who are initiating the conversation, participating in the process through active listening. 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. He or she should tap the shoulder of someone in the inner circle as a sign of wanting to join the conversation inside the inner circle, and the person whose shoulder has been tapped must now leave the circle. He or she may return later in the discussion, using the same procedure.**

**The instructor can encourage students to make connections with advocacy organizations for getting legal information, education, health care access, work, and/or children's services.**

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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 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.

**END OF LESSON REFLECTIONS:** The teacher asks students at the end of each lesson what they learned and how they felt doing these activities. The teacher may want to take notes based on what students share to help in preparing the lesson for the following week. Guiding questions for instructors to pose to students include the following:

- What new ideas/content did you learn?
- What new vocabulary did you learn?
- What new rights did you learn?
- What was difficult? What was easy?
- How did you feel?
- What would you change?
- How would you use this information?
- How does this content connect to human rights?
- What situations can you think of when you may want to assert your rights?

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## FAQ: IMMIGRANT RIGHTS AND CIVIL RIGHTS

### ❖ What are Civil Rights in the United States?

There is a lot that has been written and said about civil rights. Here is just one definition.

“Civil rights are personal rights guaranteed and protected by the U.S. Constitution and federal laws enacted by Congress, such as the Civil Rights Act of 1964 and the Americans with Disabilities Act of 1990. Civil rights include, for example:

- freedom of speech,
  - the right to vote,
  - due process of law,
  - equal protection of the laws, and
  - protection from unlawful discrimination.”
- United States Department of Health and Human Services  
(<http://www.hhs.gov/ocr/civilrights/faq/86.html>)

### ❖ Do noncitizens have all the same civil rights as U.S. citizens?

Much has been written on this topic and there is no easy answer to this question. The U.S. Constitution and the Bill of Rights include rights that belong to all “persons” in the United States. These rights then belong to all individuals in the U.S., even if they are not U.S. citizens. These include the right to “due process” and the right to an attorney in criminal proceedings.

However, there are many distinctions between citizens and noncitizens. For example, a noncitizen – even one in lawful status in the U.S. – doesn’t have the right to vote in national elections. In addition, there are instances in which discrimination based on citizenship status is permissible; for example, in hiring for certain types of employment.

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### ❖ **What is the Immigrant Rights Movement?**

The immigrant rights movement advocates for increased protections and rights for noncitizens. There are many different organizations that advocate on behalf of immigrant rights, including community-based organizations, church and faith-based groups, national or local advocacy organizations, and labor unions. Sometimes these organizations are united in the change they are seeking, but other times they don't all agree. In recent years, the immigrant rights movement has pushed for "comprehensive immigration reform," that is, an overhaul of current immigration laws that would include a path to U.S. citizenship for many of the people that are currently living in the U.S. without lawful immigration status.

Many people have drawn a link between the civil rights movement of the 1960's and today's immigrant rights movement, saying that both were fighting for equality.

For further readings on the rights of noncitizens and the Immigrant Rights Movement, please refer to the links below.

- **"Do Noncitizens Have Constitutional Rights?"**  
[http://www.slate.com/articles/news\\_and\\_politics/explainer/2001/09/do\\_noncitizens\\_have\\_constitutional\\_rights.html](http://www.slate.com/articles/news_and_politics/explainer/2001/09/do_noncitizens_have_constitutional_rights.html)
- **"Civil Rights Movement and Immigration History Connected"**  
[http://www.huffingtonpost.com/2013/08/26/civil-rights-movement-immigration\\_n\\_3815732.html](http://www.huffingtonpost.com/2013/08/26/civil-rights-movement-immigration_n_3815732.html)
- **"The Emergence and Obstacles of the Immigrant Rights Movement"**  
<http://ssa.uchicago.edu/emergence-and-obstacles-immigrant-rights-movement>

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