

A TEACHERS' GUIDE: English for Speakers of Other Languages

UNIT 2: Knowing Your Rights in a Car Stop Beginner Level

TEACHERS' INSTRUCTIONS APPEAR IN SHADED BOXES THROUGHOUT THE LESSONS

UNIT OVERVIEW:

UNIT Content Objectives:

- Students introduce themselves to others in their class and ask basic information.
- Students explore documents used for identifying themselves (IDs) and ask various questions regarding identifying information, and the role of IDs.
- Students identify and describe people, objects and situations related to car stops.
- Lesson introduces a reading scenario about a situation involving a car stop.
- Students' reading and rights comprehension is assessed.
- Students can communicate to police and advocate if they are present in a car stop situation.
- Students learn information about how to talk to a police officer in a car stop situation.
- Students listen to and practice engaging in a conversation about a car stop situation in groups of two or three, drawing on their personal experiences.

UNIT Rights Literacy Objectives:

- Students begin to think about identification documents and how they relate to formal interactions, including with law enforcement, and legal rights.
- Students talk about driver's licenses and documentation.
- Students speak about their feelings while reflecting on situations in which the police has stopped them or stopped other people that they know.
- Students read an example of someone advocating for the rights of others. This exposes the students to the experience and meaning of rights advocacy.
- Students are exposed to what community organizations can do for them and how to access resources available to them to help them advocate for their rights.

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 (September 2014).



- Students are introduced to the concept of rights and are given recommendations regarding appropriate behavior in the context of a car stop.
- Students learn about the right to remain silent during a car stop.
- Students discuss reasons why one should never present a fake ID to a police officer.
- Students learn about their rights with the police.
- Students build confidence exercising their rights with the police.
- Students learn more about their rights when interacting with police during a car stop.

UNIT Language Objectives:

- Students are introduced to vocabulary about their identities, that is, words they can use to talk about themselves.
- Students practice speaking and writing about personal information.
- Students practice speaking and writing vocabulary used in describing people, places and objects: colors, personality, emotions, and physical traits.
- Students practice reading comprehension about the topic of rights advocacy.
- Students describe their daily routine.
- Students describe family members.
- Students learn vocabulary to describe interactions with the police.
- Students practice speaking about a car stop interaction with police.
- Students talk about rights when interacting with police in a car stop situation.
- Students practice speaking and listening to vocabulary on car stops.
- Student listen, speak, and read vocabulary about car stops.
- Student practice asking questions about their rights in car stops, and use key interrogatives.

UNIT Materials:

- Student lesson handouts
- Optional: additional images, postcards, etc. for students to describe
- Example of an ID (from students)
- Paper and pens/pencils
- Space for role-playing

UNIT Lessons:

- Lesson 1: Filling Out Identification Card & Personal Information
- Lesson 2: Describing People and Car Stop Situations
- Lesson 3: Reading Lucía's Routine
- Lesson 4: Police Car Stops
- Lesson 5: Let's Talk about the Police About Rights in Car Stops
- Lesson 6: Role-Playing What Happened

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