



Unit 3: Protecting Families in Cases of Separation

Students' Guide

LESSON 5: Role-Playing Parental Advocacy in Immigration Detention

Content Objectives

- Students listen to and practice engaging in conversations about parental rights during immigration detention.

Rights Objectives

- Students learn more about their parental rights while they are in immigration detention.

Language Objectives

- Students listen to and read vocabulary about parental rights and family law proceedings during immigration detention.
- Students practice asking questions and using interrogatives.

KEY VOCABULARY:

Nouns	Verbs	Interrogatives
Child Protective Services/Department of Children and Families	To know (something)	Who?
Dependency hearing	To ask	What?
Custody	To take care of	Where?
Interpreter	To separate (to be separated)	How much?
Evidence	To detain (to be detained)	When?
Record	To sign	Why?
Copy	To advocate	How?
Caretaker	To tell	
Welfare	To attend	
Case	To argue	
Prosecutorial discretion		

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).

**LESSON ACTIVITIES:****PART A) Reading Isabel's Story**

In pairs or small groups, read the story written below. Afterwards, write and share your answers to the questions that follow.

My name is Isabel, and I am from El Salvador. I am undocumented and my son, Francisco, who is 12, is a citizen. One day, ICE arrested me at our home and someone from the Department of Children and Families (DCF) came to pick up Francisco. At the detention center in my city, I asked about Francisco, and I was told that there would be a hearing to determine who would gain custody of him. I asked to attend, and to have an interpreter there to help me. My friend, Ana, who is documented and who agreed to be Francisco's caretaker if I was detained or deported, will also attend the hearing. Now, I am preparing evidence to show that I am committed to Francisco's welfare, and I am hiring a lawyer.

1. Where is Isabel? Where is Francisco?

2. Does Isabel have a right to attend Francisco's hearing? If she can attend, does she have a right to an interpreter?

3. In Isabel's emergency plan, who is going to take custody of Francisco while she is detained?

4. How is Isabel preparing for the hearing?

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PART B) Considering Evidence for Isabel

In small groups, review the records Isabel has in her emergency kit. Isabel keeps these items in a safe place and she has given her close friends and family members instructions on how to find these items in the event of an emergency.

Discuss how each item could help her or hinder her from making a case that she cares about Francisco's well-being and that Francisco should be placed with Isabel's friend Ana in the neighborhood where the family has been living.

1. Francisco's birth certificate
2. Francisco's and Isabel's passports
3. Francisco's medical records
4. Francisco's report cards
5. Personal emails or letters from Francisco's teacher
6. Isabel's caretaking agreement with Ana, signed and dated
7. Recent photo of Francisco with his soccer team
8. Recent photo of Francisco attending a church event

PART C) Practice Making a Case

With the same group, practice making a case that Francisco should be placed with Isabel. Afterward, write out a script for what you might say, in English or your native language. Each group needs to write only one script. If possible, find another group and perform your argument for them.

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. Feel free to communicate in your native language, as necessary and possible.

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