



**Module 2: LESSON PLAN**  
**Time: 1-1/2 hour presentation**

***SUPPORT FOR IMMIGRANT YOUTH:***  
***THE RAPIDLY GROWING MAJORITY***

**PRESENTER TIPS:**

- *Be sure to set the atmosphere and context for the workshop before you start the lesson.*
- *As you work through the lesson plan, model the activities for the participants.*
- *Use examples and metaphors whenever possible to get lesson concepts across.*
- *Define and/or clarify any word participants may find difficult to comprehend.*
- *Validate and ensure participants recognize the value of their experiences.*

Time	Agenda	Activities Information
3 min	Welcome  1. Review Agenda 2. Set group norms & expectations 3. Briefly ask them to share their names and place of birth	<p><i>Introduce yourself and welcome parents.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Review the agenda for the day.</i></li> <li><input type="checkbox"/> <i>Affirm that that goal of the lesson for today is to dialogue about ways they can support immigrant youth.</i></li> <li><input type="checkbox"/> <i>Engage in active listening and participating. Respect diverse perspectives and opinions. Bring our best thinking to work. Disable or silence all electronic devices.</i></li> <li><input type="checkbox"/> <i>Ask each participant to quickly give their names and their place of birth. This is to set the tone and acknowledge who is present. They will be expanding introductions in the “Community Building activity”. If you are doing more than one module in the same school site, change the opening statement, i.e. favorite color, etc. If the group is very large, this quick introduction activity may be omitted.</i></li> </ul>

2 min	<p>Workshop Objectives</p> <ol style="list-style-type: none"> <li>1. To help participants learn about the reality, the impact and Importance of immigrant youth in the US</li> <li>2. To discover the causes of high levels of stress on immigrant youth</li> <li>3. To inform participants of their students' right to an education independently of their immigration status</li> <li>4. To learn the history and latest on the Dream Act and DACA</li> <li>5. To acquire tools and strategies on how to best support and serve undocumented students</li> </ol>	<p><i>Review and elaborate on the objectives of today's workshop.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>It is recommended that you do not read the objectives word for word but rather refer participants to their agendas where they can see the objectives as you summarize them. For example, say: Today we are going to .....</i></li> <li><input type="checkbox"/> <i>Clarify terms to help parents understand the vocabulary used in the presentation.</i></li> <li><input type="checkbox"/> <i>It is also very important that you stress that the topic is important to gain knowledge from participants.</i></li> <li><input type="checkbox"/> <i>Develop and guide educators at your site as why that topic is important to the participants and how it affects the education of their children.</i></li> </ul>
3 min	<p>Community Building (in pairs)</p> <ol style="list-style-type: none"> <li>1. Do you know a Dreamer or anyone impacted by the DACA decision?</li> <li>2. In what way has that relationship impacted your viewpoint on the issue of immigration?</li> </ol>	<p><i>Have participants work in pairs and discuss the answers to the questions in the "Community Building" part of their agenda.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Although they may have stated their name and place of birth at the beginning of the workshop, this additional sharing makes for a richer interaction and a more productive presentation.</i></li> <li><input type="checkbox"/> <i>Community Building is a process of drawing forth and sharing our experiences to create knowledge, understanding, familiarity, and eventually trust. These activities are not to induce small talk.</i></li> <li><input type="checkbox"/> <i>They are designed to deepen the relationship, strengthen communication skills between participants that allow them to connect to what they know about the topic/theme of the meeting.</i></li> <li><input type="checkbox"/> <i>Model this activity for the participants by briefly sharing your own responses to these questions.</i></li> </ul>

<p>2 min</p>	<p>Mining the Wisdom</p> <p>1. Brief synthesis of the Community Building Activity</p>	<p><i>At the end of the time allotted for the Community Building activity, have a few people share their wisdom.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Use easel paper to jot down a few of their ideas as they speak.</i></li> <li><input type="checkbox"/> <i>Briefly synthesize their sharing. Acknowledge everyone's contribution and the richness of their experiences.</i></li> <li><input type="checkbox"/> <i>Now make the connection between the questions they answered and today's lesson. Emphasize that this activity was used to validate and highlight what they already knew about today's topic. It is important for participants to recognize they come with knowledge and important questions.</i></li> </ul> <p><i>Next ask participants to fill out the <u>first column of the KWL chart</u> found in their handouts about what they knew already of the workshop topic.</i></p>
<p>2 min</p>	<p>2. <b>K:</b> What do you know about undocumented youth?</p>	
<p>2 min</p>	<p>Open Dialog</p> <p>1. <b>W:</b> What do you expect to learn today about immigrant youth?</p>	<p><i>After "Mining the Wisdom" from the Community Building activity lead an open dialog on the question listed.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Participants have this question on their agenda.</i></li> <li><input type="checkbox"/> <i>Have the participants be as specific as they can when they answer. Use easel paper to jot down their discussion points.</i></li> <li><input type="checkbox"/> <i>After the allotted time, summarize the open dialog. Then direct participants to fill in the <u>second column of their KWL chart</u>. Remind them that in the first column of their chart they recorded information they already knew about the topic.</i></li> <li><input type="checkbox"/> <i>Now, in this column, they are to formulate 1-2 questions about today's lesson.</i></li> <li><input type="checkbox"/> <i>Indicate the last column will be filled in later, after the presentation. They will then be able to answer the questions in the second column.</i></li> </ul>

40 min	<p>Presentation:</p> <p><b>1. Support for Immigrant Youth: The Rapidly Growing Majority</b></p>	<p><i>Present the power point lesson</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Participants have been given an overview of the slides they will be seeing. They can follow along if they wish.</i></li> <li><input type="checkbox"/> <i>See the presenter notes for comments to be made on each slide. Specific legal citations are also given. Use these citations at your discretion. This is a level one workshop and participants may not need to have so much extensive legal details; however, if they ask questions, you will be able to give them the information they want.</i></li> </ul>
5 min	<p><b>Activity #1:</b></p> <p>Who has made a difference in your life...</p> <ol style="list-style-type: none"> <li>1. Think of two people who have influenced your life during your youth? <ol style="list-style-type: none"> <li>a. Academically</li> <li>b. Another adult</li> </ol> </li> <li>2. Who were they? How did they impact you?</li> <li>3. If you had them in front of you right now what would you say to them?</li> </ol>	<p><i>Activity 1: Ask the participants to find a person they do not know to discuss the questions on the left.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Take 3 minutes to share with your partner and another 2 minutes to share with the rest of the group.</i></li> <li><input type="checkbox"/> <i>Ask for volunteers to do the second part of this activity.</i></li> </ul>
10 min	<p><b>Activity #2:</b></p> <ol style="list-style-type: none"> <li>1. Video “Undocumented Americans- The story of Jong-Min”. minutes 0-1:52  <a href="http://www.apa.org/topics/immigration/undocumented-video.aspx">http://www.apa.org/topics/immigration/undocumented-video.aspx</a></li> </ol>	<p><i>Watch video and discuss as a group:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>How does being undocumented negatively affect the well-being?</i></li> </ul>
2 min	<p><b>L:</b></p> <ol style="list-style-type: none"> <li>2. What did you learn?</li> <li>3. How can you put into practice what you learned here today?</li> </ol>	<p><i>Ask participants to reflect on the workshop in general.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>What worked? What could be improved? You might say: “We are asking you to reflect on everything that we did today. Reflect on the content, process, handouts, etc”</i></li> </ul>
3 min	<p>Final Word</p>	<p><i>As a form of closing, do the “Final Word” a quick activity.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Each participant expresses their last thoughts or feelings in <u>one or few words</u> that relate to the workshop.</i></li> </ul>

*“You have been provided with some handouts on the materials covered in today’s workshop. They can help you remember and put into practice what you have learned today.”*