



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

***SUPPORT FOR IMMIGRANT AND REFUGEE FAMILIES:***  
***RAISING AWARENESS OF CURRENT POLITICAL CLIMATE***

**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	Activity Notes
3 min	<p><b>Welcome</b></p> <ol style="list-style-type: none"> <li>1. Review Agenda</li> <li>2. Set group norms &amp; expectations</li> </ol> <p>Briefly share your name and school you come from</p>	<p><i>Introduce yourself and welcome parents.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Affirm that that the goal of the lesson for today is to dialogue about ways they can support immigrant families by being aware of current political climate and learning their constitutional rights.</i></li> <li><input type="checkbox"/> <i>Engage in active listening and participating, respect diverse perspectives and opinions, bring our best thinking to the work, disable or silence all electronic devices</i></li> <li><input type="checkbox"/> <i>Then ask each participant to quickly just give their names and school you come from. This is just to set the tone and acknowledge who is there. They will be expanding introductions at 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> <li><input type="checkbox"/> <i>Review the agenda for the day</i></li> </ul>

2 min	<p><b>Workshop Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Provide participants a brief background on the characteristics and factors of migration</li> <li>2. To help participants understand recent immigration enforcements</li> <li>3. To inform participants of their legal rights and options</li> <li>4. To provide participants with a directory of on-line resources</li> <li>5. To deepen relationships among community, staff and families</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 as you review each objective that you stress that the topic is important to gain knowledge from participants on their feel the atmosphere and what they need in order to feel valued</i></li> <li><input type="checkbox"/> <i>development and guide educators at your site why that topic is important to the participants and how it affects the education of their children.</i></li> </ul>
5 min	<p><b>Community Building (in pairs)</b></p> <ol style="list-style-type: none"> <li>1. Think of your ancestry...       <ol style="list-style-type: none"> <li>a. What is your immigrant background?</li> <li>b. What do you value most about your culture, traditions?</li> <li>c. How are you making sure that value or tradition continues in your family?</li> </ol> </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 simple chatter. 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>
2 min	<p><b>Mining the Wisdom</b></p> <p>Brief synthesis of the Community Building Activity</p> <p><b>K: What do you know</b> about immigrant and refugee students, families and communities</p>	<p><i>At the end of the time allotted for the Community Building activity, have a few people share their wisdom. Use easel paper to jot down a few of their ideas as they speak.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Then briefly synthesize their sharing. Acknowledge everyone's contribution and the richness of their experiences.</i></li> <li><input type="checkbox"/> <i>Now you must 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>

		<ul style="list-style-type: none"> <li><input type="checkbox"/> <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></li> </ul>
3 min	<p><b>Open Dialog</b></p> <p><b>W: What do you expect to learn today</b> about supporting immigrant and refugee families?</p>	<p><i>After “Mining the Wisdom” from the Community Building activity lead an open dialog on the question listed. Participants have this question on their agenda.</i></p> <ul style="list-style-type: none"> <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 <u>first column of their chart</u> they recorded information they already knew about the topic. Now, in this column, they are to formulate 1-2 questions about today’s lesson.</i></li> <li><input type="checkbox"/> <i>Indicate the third and last column will be filled in later, after the presentation.</i></li> </ul>
40 min	<p><b>Presentation:</b></p> <p><b>Support for Immigrant Families: Raising Awareness of Current Political Climate</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. Optional- depending on resources They can follow along if they wish.</i></li> <li><input type="checkbox"/> <i>See your power point 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; but, 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> Individual then with partner</p> <ol style="list-style-type: none"> <li>1. (2 minutes) What are the characteristics of an immigrant/refugee? Look like?</li> <li>2. (2 minutes) share with partner written thoughts</li> <li>3. (1 minute) What did you learned from partner</li> </ol>	<p><i>Activity 1: Ask each individual person to think and write down on the handout or paper what they think the characteristics of an immigrant/refugee are?</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Look like? - give 2 minutes</i></li> <li><input type="checkbox"/> <i>Then Give 2 minutes to share with somebody they do not know their answers: One minute each. Make sure you mention about active listening. No asking questions or interrupting, just listening.</i></li> <li><input type="checkbox"/> <i>Take 1 minute to ask for 1 or 2 volunteers from audience to share to whole group..</i></li> </ul>
5 min	<p><b>Activity #2:</b> Individual than with group</p> <ol style="list-style-type: none"> <li>1. Take the exam: (3 minutes)</li> </ol>	<p><i>Activity #2: Indicate to take 3 to complete the immigration quiz. It is part of the materials received with the toolkit.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Can also be completed using the online website.</i></li> </ul>

	<p><a href="http://www.pbs.org/independentlens/blog/immigration-quiz-2/">http://www.pbs.org/independentlens/blog/immigration-quiz-2/</a></p> <p>2. Based on your results, which of your answers surprised you the most? Why is that?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Take another 2 minutes to share and discuss with the group the answers to the questions on the left.</i></li> </ul>
10 min	<p><b>Activity #3:</b></p> <p>KYR- Know Your Rights- What to do and what not to do in case of...</p>	<p><b>Activity 10 minutes total:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>5 minutes: Divide all participants into equal groups and then pass out an info sheet on KYR ask to study as a group.</i></li> <li><input type="checkbox"/> <i>5 minutes to share back as whole group what 1 to 2 takeaways from activity.</i></li> </ul>
2 min	<p><b>L: What did you learn?</b></p> <p>Praxis</p> <p>1. What will you be able to do as a parent leader with the information and/knowledge gained?</p> <p>2. What could have been improved?</p>	<p><i>Ask participants to reflect on the workshop in general and then ask what learned –</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> <li><input type="checkbox"/> <i>Record sharing and/or responses on easel paper.</i></li> </ul>
2 min	<p><b>Final Word</b></p>	<p><i>As a form of closing, do the “Final Word” activity, where each participant expresses their last thoughts or feelings in <u>one or few words</u> that relate to the workshop.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>This activity should be brief and quick.</i></li> <li><input type="checkbox"/> <i>It is recommended that you model the first word and then let participants follow your lead.</i></li> <li><input type="checkbox"/> <i>Record sharing and/or responses on easel paper as everyone speaks. Briefly synthesize the sharing and encourage everyone to continue exploring the topic.</i></li> <li><input type="checkbox"/> <i>Tell participants the workshop provided an introduction to the topic and a foundation for additional learning – they can continue to expand their knowledge by asking questions, going on-line, reading on the topic, sharing what they learned, etc. Their agenda includes suggested resources for further study.</i></li> <li><input type="checkbox"/> <i>Thank them for their attendance.</i></li> <li><input type="checkbox"/> <i>Collect all easel papers and take back with you.</i></li> </ul>

**Please comment to participants at the end of the workshop:**

*“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.”*