



Module 3 : LESSON PLAN
Time: 1-1/2 hour presentation

WELCOMING SCHOOLS:

SAFE SPACES FOR ALL STUDENTS

- *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	<p>Welcome</p> <ol style="list-style-type: none"> 1. Review Agenda 2. Set group norms & expectations <p>Share your name and how do you feel today?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Review the agenda</i> <input type="checkbox"/> <i>Introduce yourself and welcome parents. Affirm that that ultimate goal of the lesson for today is to dialogue about the factors that create a welcoming school and make a safe space for all students</i> <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> <input type="checkbox"/> <i>Then ask each participant to quickly just give their names if it is their first time in the session and how they are feeling at the moment. 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>

2 min	<p>Workshop Objectives</p> <ol style="list-style-type: none"> 1. To introduce participants to the basic components of the new concept of “Safe Schools and Inclusive environments” 2. To have participants understand the mandated legislation SB 699 3. To share model policies and sample resolutions and learn what educators; school support staff and communities can do 4. To guide participants in the development of a family emergency preparedness plan 5. To provide participants with tools needed to support the social and emotional needs of their children 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Review and elaborate on the objectives of today’s workshop.</i> <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> <input type="checkbox"/> <i>Clarify terms in order to help parents understand the vocabulary used in the presentation.</i> <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 feeling the atmosphere, and what they need to feel valued</i> <input type="checkbox"/> <i>Develop and guide educators at your site why that topic is important to the participants and how it affects the education of their children.</i>
5 min	<p>Community Building (in pairs)</p> <ol style="list-style-type: none"> 1. What is your vision of a safe, welcoming school for all students? 2. How would it look like? 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Have participants work in pairs and discuss the answers to the questions in the “Community Building” part of their agenda. 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> <input type="checkbox"/> <i>Community Building is a process of drawing forth and sharing our experiences so as to create knowledge, understanding, familiarity, and eventually trust. These activities are not to induce small talk. 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> <input type="checkbox"/> <i>Model this activity for the participants by briefly sharing your own responses to these questions.</i>
2 min	<p>Mining the Wisdom</p> <p>Brief synthesis of the Community Building Activity</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <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> <input type="checkbox"/> <i>Briefly synthesize their sharing. Acknowledge everyone’s contribution and the richness of their experiences.</i> <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</i>

3 min	K: Share with ¿What have you heard about the term “Sanctuary cities” and “Safe Haven” schools?	<p><i>participants to recognize they come with knowledge and important questions.</i></p> <ul style="list-style-type: none"> <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>
3 min	Open Dialog W: What do you expect to learn today about safe and welcoming schools?	<ul style="list-style-type: none"> <input type="checkbox"/> <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> <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> <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. Now, in this column, they are to formulate 1-2 questions about today’s lesson.</i> <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>
40 min	Presentation: Welcoming Schools: Safe Spaces for All Students	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Present the power point lesson</i> <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; however, if they ask questions, you will be able to give them the information they want.</i>
18 min	Activity #1: total of 15 minutes 1. Analyzing samples of safe haven resolutions models Activity #2: total of 3 minutes 1. Complete family emergency plan	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Divide whole group into smaller equal groups and assign 5 minutes to read a model resolution</i> <input type="checkbox"/> <i>After the assigned time ask group to have a brief discussion about the reading and answer the question to the left- Allow 10 minutes for the discussion</i> <input type="checkbox"/> <i>This activity is just to raise awareness of the different components needed to be a safe haven school</i> <input type="checkbox"/> <i>Assign 3 minutes for participant to fill out part of the family emergency plan</i> <input type="checkbox"/> <i>https://www.cde.ca.gov/eo/in/casafehavendistrictslist.asp</i>
3 min	L: What new information do you take with you today? Do you think your school/district could be doing better on behalf of immigrant families?	<p><i>Now ask participants to take 3 minutes to fill in the <u>third column of their KWL chart</u> by answering their own questions that they had written down.</i></p>

		<p><i>Ask participants to reflect on the workshop in general and then ask – 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></p>
3 min	Final Word	<ul style="list-style-type: none"> <input type="checkbox"/> <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. This activity should be brief and quick.</i> <input type="checkbox"/> <i>It is recommended that you model the first word and then let participants follow your lead.</i> <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> <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 about, sharing what they learned, etc. Their agenda includes suggested resources for further study.</i> <input type="checkbox"/> <i>Thank them for their participation.</i>

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.”