



Unit 1: Basic Human Rights

Students' Guide

LESSON 4: A Call for Advocacy

Content Objectives

- Students discuss the importance of advocacy for and by individuals and their communities.
- Students discuss how to connect with places and organizations in their communities, which can provide advice and support.
- Students discuss situations in which they have experienced or witnessed unfairness.

Rights Literacy Objectives

- Students identify situations in which they can advocate for their rights related to healthcare, education, labor, legal documentation, etc.
- Students reflect on advocacy strategies.

Language Objectives

- Students develop their vocabulary on rights and advocacy.
- Students develop their vocabulary of places in the community.
- Students practice speaking in front of groups.

KEY VOCABULARY:

Nouns	Verbs	Adjectives	Interrogatives
Advocacy	To ask	Assertive	How many?
Court	To demand	Angry	What?
Lawyer	To find	Fair/Unfair	Who?
Community	To advocate	Close/far away	Where?
Goal	To remain	Straight	Why?
Neighborhood	To turn left/right		How long?
Organization	To go/walk		When?

PART A) Vocabulary: Places in the community.

Write down the names of the places where you can find the following resources and/or people. Here is a list of common places in the community, but you can also come up with

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your own that are specific to your community:

church	store	school	clinic	hospital	community center
police station	pharmacy	supermarket	train station	bakery	gym

- 1) ESOL classes: _____
- 2) Bread and dessert: _____
- 3) My friends and family: _____
- 4) Job offers: _____
- 5) Transportation: _____
- 6) Legal support and advocacy: _____

PART B) Giving directions.

Based on places in your neighborhood, take turns practicing giving directions answering questions: “How do you get to ____?/ How can I get to ____?”

PART C) Brainstorm: What is advocacy?

As a class, or in small groups, share stories about situations in which you have been denied your rights or experienced something that was unfair. Then brainstorm as a group about what advocacy means.

Questions to spark discussion can include:

- Why would somebody need to advocate? Why would they choose to advocate?
- How could the person denied his or her rights have advocated for him or herself?
- How could the person’s community advocate for him?
- What would the goals of the advocacy be?
- What action could the person have taken? The family? The community? Government officials?
- Where could they go for resources? Where could they go to advocate?

PART D) Fish bowl activity

Taking turns, three students sit on chairs arranged in a circle in the center of the class. They begin a conversation about their thoughts and experiences with advocating for their rights

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in a situation. The other students sit in a wider circle, surrounding the three volunteers who are initiating the conversation, listening closely. A student in the outside circle can join the conversation in the inner circle by switching places with any one of the three initial volunteers. You can tap the shoulder of one of the students in the center if you want to switch places with them.

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