

Unit 3: Protecting Families in Cases of Separation

Teachers' Guide

LESSON 1: Describing Family Roles

FOR MORE INFORMATION TO HELP YOU ANSWER QUESTIONS THAT MAY COME UP DURING THIS LESSON, REFER TO THE FREQUENTLY ASKED QUESTIONS SHEET "LEGAL INFORMATION ABOUT PARENTAL RIGHTS" AT THE END OF THIS LESSON.

Time: 2 hours

Content Objectives

- Students describe their families.
- Students describe how their family talks about English.
- Students describe their family roles and community connections.

Legal Literacy Objectives

- Students become familiar with the definition of family under U.S. law.

Language Objectives

- Students practice reading, speaking, and writing about family-related issues in English.

Materials Needed:

- Student lesson plan
- Paper and pens or pencils for Activity A
- Optional: colored pens/pencils for Activity A

KEY VOCABULARY:

Before completing the activities below, the instructor should review the lesson vocabulary from the table.

Nouns	Verbs	Interrogatives
Child / Grandchild	To talk to	Where?
Teacher / Counselor	To be away	When?
Doctor / Nurse	To be sick	Who / Whom?
School	To tell	Why?
Hospital / Clinic	To go	What?

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Home	To need	How many?
Advice	To ask for	
Problem / Help	To do	

LESSON ACTIVITIES:

PART A) Introducing Our Families

The instructor should make sure all students have paper and a pen or pencil. Students may also be given colored pens/pencils to decorate the drawing they will create. Students should individually complete the following activity and should be encouraged to share their sentence and drawing with a classmate.

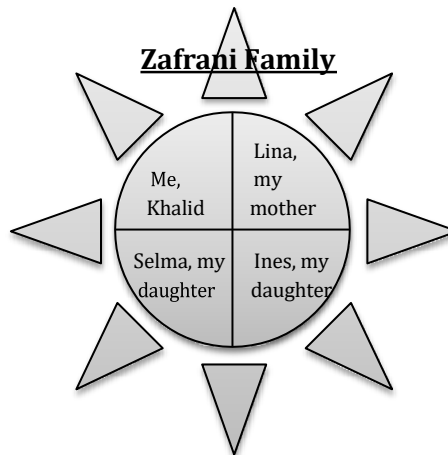
On a piece of paper, **write** the following expression and **read** it aloud to a classmate:

“My name is _____, and my family includes _____.”

Ex: My name is Khalid, and my family includes my mother and my two daughters.

Then **draw and label** a picture that represents your family:

Ex:



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Part B) English and My Family

When students have finished Part A and have shared their drawings with one another, direct them to Part B. Encourage students to write honestly about the positive and negative roles English may play in their families' lives.

Somewhere on your drawing, write in English or your native language three thoughts (e.g., my mother is a doctor at home but can't be one here because she does not speak English; my sister got into college because she learned English; etc.) or feelings (e.g., I am proud of my father for coming here even when he can't speak English; I am sad not to speak English as well as my sister; etc.) you or members of your family have about learning or using English.

PART C) Describing Roles as Parents

The instructor should gather students into small groups and direct their attention toward the chart found below. Each student should fill out his or her own chart, but should collaborate with his or her group members.

In small groups, fill out the following chart, listing where you **go**, whom you **talk to**, what you **do**, and what you **need** in the following three situations, using vocabulary from the lesson and words you know.

- When your child is sick.
- When your child is having a problem in school.
- When your child is staying home while you are away for a few days.

WHEN my child:	WHAT my child needs:	WHERE I go:	WHOM I talk to:	WHAT I do:
is hungry.	to eat	home	my family	cook a meal
is sick.				
is having a problem in school.				
is staying home while you are away for a few days.				

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In a small group, first, the instructor asks the students to reflect on writing about their families and the lessons and challenges of the above activities. Then the class as a whole reflects on how the students' families are respected or not in society, with particular attention to how families are affected by immigration status and language use. Part of the discussion can take place in the students' native languages if necessary and possible.

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 and use of English and other languages. Feel free to communicate in your native language, as necessary and possible.

END OF LESSON REFLECTIONS: The teacher asks students at the end of each lesson what they learned and how they felt doing these activities. The teacher may want to take notes based on what students share to help in preparing the lesson for the following week.

Guiding questions for instructors to pose to students include the following:

- What new ideas/content did you learn?
- What new vocabulary did you learn?
- What was difficult? What was easy?
- How did you feel?
- What would you change?
- How would you use this information?
- How does this content connect to human rights?

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FAQ: LEGAL INFORMATION ABOUT PARENTAL RIGHTS IN THE UNITED STATES

❖ What is the legal definition of family?

There is no one legal definition of a family. Black's Law Dictionary defines a family as, "1. A group of persons connected by blood, by affinity, or by law, esp. within two or three generations. 2. A group consisting of parents and their children. 3. By extension, a group of people who live together and usually have a shared commitment to a domestic relationship."

In the United States, the legal system generally contains special rights (which are automatically granted) for parents and spouses because these relationships are culturally significant to most people. However, without special custody or guardianship arrangements, these same rights are usually not granted in the U.S. to grandparents, aunts, uncles, or other members of what some groups refer to as the "extended family". In numerous cultures existing within and outside the U.S., however, these individuals are considered as much a part of the basic family unit as parents and spouses.

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