

Unit 2: Knowing Your Rights in a Car Stop Teachers' Guide

LESSON 1: Filling out Identification Card & Personal Information

FOR MORE INFORMATION TO HELP YOU ANSWER QUESTIONS THAT MAY COME UP DURING THIS LESSON, REFER TO THE FREQUENTLY ASKED QUESTIONS SHEET "IDENTIFICATION DOCUMENTS & POLICE QUESTIONING" AT THE END OF THIS LESSON.

Time: 2 hours

Content Objectives

- Students introduce themselves to others in their class and ask basic information.
- Students explore documents used for identifying themselves (IDs) and ask various questions regarding identifying information, and the role of IDs.

Rights Literacy Objectives

- Students begin to think about identification documents and how they relate to formal interactions, including with law enforcement, and legal rights.
- Students talk about driver's licenses and documentation.

Language Objectives

- Students are introduced to vocabulary about their identities, that is, words they can use to talk about themselves.
- Students practice speaking and writing basic information about themselves.

Materials Needed

- Example of an ID (from students).
- Student lesson handout.

Content Objectives

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Language Objectives

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- Students practice speaking and writing basic information about themselves.

KEY VOCABULARY:

Nouns	Verbs	Adjectives	Interrogatives
Name	To live	Colors	Who?
Nationality	To have	Young	What?
Address	To be	Old	When?
Birth Date	To work	Short	Why?
Zip Code	To go	Tall	How?
Gender/Male/female	To use	New	Where?
Eye Color	To pay	American	How much?
Age/height	To ask	Salvadoran	
Occupation/Job	To request	Fake	
Identification	To put	Scared/afraid Scary	

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

Lesson Activities:

INTRODUCTION: Brainstorming

The instructor brainstorms with the students about the meaning and role of an ID and how it relates to their needs and rights. The instructor asks the students the questions below.

Answer the following questions in a discussion involving the whole group.

- What is an ID?
- What different types of IDs are there?
- Why are IDs important?
- What types of IDs do you have?
- Where can someone ask you for an ID?
- Who can ask you for an ID?

PART A) Identifying information

The teacher asks the student to fill out the information requested in the following table.

Fill out the information requested in the following table. Then, ask each other questions about the information.

Name: I am_____.	Work: I work at_____.
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Address: I live in/at/on _____	Nationality: I am from _____.
Zip Code: _____	Age: I am _____ years old.
State: _____	Eye color: I have _____ eyes.
Gender: _____	Date of Birth: I was born on _____.

PART B) Who am I? Reflections on Identity

The instructor encourages the students to pair up and ask each other the list of questions below, encouraging them to come up with a new question at the end.

Practice asking each other the following questions.

- What is your name?
- Where do you live?
- What is your nationality?
- What is your height?
- What is your date of birth?

PART C) Fill out form with identifying information

The instructor asks the students to write their name, address, and other identifying information in the sample medical identification card reproduced below. Before doing this, the instructor explains these words, in discussion with the students.

*****NOTE: nationality needs to be defined in connection to country of citizenship. The term “nationality” which may appear on some form of IDs can lead to a longer discussion. However, nationality can also be understood by some to be broader or narrower term – as in the Dinka people of Sudan, the Maya of Guatemala.**

After the students fill out their information, they pair up and take turns asking each other questions about the information on the identification card.

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Write your identifying information in the following “Application for Residential Parking Permit.” Then pair up with another student to ask each other the information on the form.

APPLICATION FOR RESIDENTIAL PARKING PERMIT

NAME: _____

GENDER: _____

DATE OF BIRTH: _____

NATIONALITY: _____

LANGUAGES SPOKEN AT HOME: _____

ADDRESS: _____

PHONE NUMBER: _____

CAR INFORMATION (MODEL, YEAR, AND COLOR): _____

PROFESSION: _____

PART D) Whole group discussion: “the role of IDs”

The instructor asks the students what other documents they have that contain the information they used to fill out in their “Application for Residential Parking Permit.” What forms of IDs exist? Examples are driver’s license, state ID, library ID, consular ID, passport, etc. Why are IDs important? Where can you get an ID? When do you use IDs? Do you need certain types of IDs to go to work? Do you need a driver’s license to go to work?

*****NOTE: The topic of drivers’ licenses or other U.S. government IDs may be a sensitive topic if some of the students are undocumented and not eligible to receive them in your state.**

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The instructor asks students to reflect on when people are asked to share identifying information, including, for example, in interactions with the police. Questions can include: What information do you feel comfortable sharing with others? Who do you feel comfortable sharing this information with? What are some situations where you feel comfortable sharing this information? What are some situations where you don't feel comfortable sharing this information?

Identify kinds of IDs based on your personal experience in the United States or abroad.

- What forms of IDs exist?
- Where can you get IDs?
- Why are IDs important?
- When do you use IDs?
- Do you need certain types of IDs to go to work? Do you need a driver's license to go to work?

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 new rights 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?
- What situations can you think of when you may want to assert your rights?

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FAQ: IDENTIFICATION DOCUMENTS & POLICE QUESTIONING

❖ What identification document is acceptable?

What form of identification document will be accepted by government officials will depend on the situation and why the identification is being requested. For example, identification documents could be used just to establish somebody's name, age, or address. Other times, identification documents could be used to prove someone is licensed to drive. Yet other times, identification is needed to prove somebody's immigration status.

For purposes of proving one's identity (that the person is who he or she claims to be), the following forms of identification are often acceptable:

- Passport;
- Foreign government-issued ID;
- U.S. State driver's license or international driver's license;
- U.S. State non driver ID;
- Birth certificate (especially for children who may not have photo identification).

However, it is important to think about why ID is being requested and what other information your ID will provide. For example, by showing a foreign passport or foreign government-issued ID you may be able to prove your identity, but may also be providing the government officer with information about your citizenship status.

❖ When do I have to answer questions from the police or other law enforcement officers if I'm stopped on the street or while driving?

Generally, there is no duty to answer a police officer's or other law enforcement officer's questions. Anything you say to a police officer can be used against you.

In most states, including Massachusetts and Rhode Island, a driver must provide his or her name and address. In Rhode Island, a law enforcement officer may also demand a person's name and address any time (including if stopped on the street) where the officer has "reason to suspect" the person is committing, has committed, or will commit a crime. **You do not have to answer any other questions.**

NOTE ON QUESTIONS ABOUT IMMIGRATION STATUS: Noncitizens 18 and older are required to carry their immigration documents (for example, their green cards or other proof of lawful status). If you have such documents, you should show them to the officer if asked. If you do not have lawful immigration status, you can say you want to remain silent.

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