



Unit 3: Protecting Families in Case of Separation

Students' Guide

LESSON 2: Identifying and Talking about Parents' Rights

Content Objectives

- Students discuss their roles as parents in different contexts.
- Students read, discuss, and ask questions about the rights of parents.

Rights Objectives

- Students begin to think about parenthood as a special relationship and a legal status.
- Students begin to think about the rights to which parents are entitled.

Language Objectives

- Students continue to build their language skills around rights.
- Students practice reading, writing, and speaking in English.

KEY VOCABULARY:

| Nouns | Verbs | Adjectives |
|------------|-----------------|------------|
| Right | To take care of | Legal |
| Custody | To live with | Physical |
| Visitation | To visit | Parental |
| Contact | To call | Minor |
| Wellbeing | To write | |
| Health | To decide | |
| Safety | To ask for | |
| Education | | |

LESSON ACTIVITIES:

PART A) We Are a Family Poem

[First name and the first names of your family members] _____ :
We are [Adjectives that describe your family] _____. We are a family.
We live _____.
We enjoy _____.
We hope _____.

*These lessons contain some basic information about U.S. law. This information is **not legal advice** and is not a replacement for legal advice from a trained attorney. All information is current as of the date it was produced (April 2016).*

We deserve _____
. We are a family. We have rights!

Example: Julia, Amal, Angela, and Simon:
We are young, old, American, Russian, and Lebanese. We are a family.
We live by a park, in a building with neighbors we like.
We enjoy swimming, watching movies, and eating dinner together.
We hope for the good fortune of our friends, family, and community.
We deserve respect and the freedom to be together.
We are a family. We have rights!

PART B) Identifying Parental Rights: *As a class, review the following stories. Write and then state the right or rights needed by parents of minor children (defined in a majority of places and circumstances in the U.S. as individuals under the age of 18) to do what is described in each scenario.*



Cristina wants to remove her son, age 6, from school. What right does Cristina need?



Ji wants to see his son's records from the doctor. What right does Ji need?



Anne is in prison and wants to call her son. What right does Anne need?



Orhan does not have legal custody of his daughter and wants to visit with her. What right does Orhan need?

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PART C) Talking about Parental Rights

In small groups, reflect on how you use parental rights. Try to include the rights of **custody**, **contact**, and **visitation**. Complete and then practice speaking the following sentence, using vocabulary from the lesson or words you know:

Ex: I use my parental right to contact when I call my child at his grandmother's house.

1. I use my parental right to _____ when I

_____.

2. I use my parental right to _____ when I

_____.

3. I use my parental right to _____ when I

_____.

PART D) Reflections

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. Feel free to communicate in your native language, as necessary and possible.

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