

IMMIGRANT LEADERSHIP TRAINING CURRICULUM

by

**Eric Cohen
Juliette Steadman
and
Rufus Whitley**

2000 Edition

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1663 Mission Street, Suite 602
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Immigrant Legal Resource Center

ABOUT THE AUTHORS AND THE IMMIGRANT LEGAL RESOURCE CENTER

The Immigrant Legal Resource Center (ILRC) is a support center to legal services programs, community agencies, teachers, social service providers, and pro bono attorneys handling immigration cases and conducting immigrant community organizing throughout the United States. The ILRC has conducted immigration training programs for many years and has published numerous practitioner and volunteer manuals on immigration issues.

Eric Cohen is a staff attorney with the East Palo Alto office of the ILRC. He worked for two years with the Los Angeles County Federation of Labor, AFL-CIO Labor Immigrant Assistance Project (LIAP) in Los Angeles. He has been a staff attorney with the ILRC since 1989 and has co-authored several ILRC publications.

Juliette Steadman teaches elementary school in Washington D.C. Before moving to Washington, Juliette was a teacher with the Ravenswood City School District in East Palo Alto, California. She also worked as a part-time staff attorney with Centro Bilingue in East Palo Alto where she coordinated their family visa and naturalization projects. Juliette worked for two years with the ILRC as a staff attorney under a Skadden Fellowship. She holds both a law degree and a teaching credential.

Rufus Whitley graduated from Stanford Law School in 1994. He practiced law in San Antonio, Texas with the law firm of Goldstein, Goldstein, and Hilley. Rufus has Masters Degree in Education and was a high school teacher and principal for seven years before entering law school. Rufus is also a Catholic Priest, a member of the Missionary Oblates of Mary Immaculate.

PREFACE

Throughout the years, it has always been a priority at the Immigrant Legal Resource Center to think about and develop ideas on the best ways to contribute to the empowerment and rise in power of the immigrant community. As legal technicians, the ILRC has aided the immigrant community by helping immigrants remain in the U.S. when they wish to do so, helping immigrants obtain and retain their green cards, non-immigrant visas, and status as United States citizens. Additionally, the ILRC has worked to decrease and eliminate the exploitation of the immigrant community.

Over the last five years, the ILRC has developed ways in which we and other organizations can help the immigrant community help themselves, empower themselves, and generally take more control over their work and political lives in the United States. These ways of working with the immigrant communities are as important now as ever before. To further this goal, the ILRC develops and implements new and innovative approaches to lawyering and advocacy. Then the ILRC develops a package of the successful models for others to use. In this manual, the approaches developed include lay leadership (lay advocacy) and group processing of naturalization applications.

Presently some politicians and other anti-immigrant voices have declared war against immigrants. They're denying hard-working, law-abiding, tax-paying people such basic rights as education of their children and emergency and prenatal medical care. This small but vocal minority of people who make up the anti-immigrant leadership blame immigrants for the economic woes of California and many other states. The truth is the vast majority of immigrants contribute to the economy well-being of the country; often they are small business owners, or do the hard labor and service work which our country demands; they pay taxes, and contribute to the much valued diversity and cultural richness of our society.

The immigrants' voices are being heard as they fight back in many ways. This includes applying for naturalization so they can vote, and enhancing their leadership, advocacy, and organizing skills. The purpose of this manual is to help organizations who work with immigrants to support immigrants in this battle against the rhetoric and the assault on their basic human rights. This manual's focus is to help immigrants develop and refine their leadership skills and thus help as many people naturalize as wish to do so.

Many people's participation and energy have contributed to this Training Program for Lay Advocates. Our first thanks go to the Peninsula Foundation, especially program officer Jennifer Sims, who provided the funding and inspiration to embark on this ambitious project.

Second, we thank the participants in the initial training program which the Immigrant Legal Resource Center and Centro Bilingue cosponsored and upon which this training manual is based. The 12 lay advocates who participated in that first training were extremely dedicated and hardworking. They provided outstanding critique of the training program and are truly wonderful lay advocates. Their participation and insight enriched not only the training program and this manual but also our own understanding of the power, generosity,

and courage in the immigrant community, especially at this time of immigrant bashing.

Third, we thank the individuals who have contributed both to the manual's content and skill development exercises, especially Stanford Law Professor Bill Ong Hing, the ILRC's executive director, and Susan Lydon, the ILRC's assistant director, both of whom contributed many important and vital ideas to this project. Also, Professor Gerald López and the students in his Teaching Self Help and Lay Lawyering Class at Stanford Law School, whose questioning and critique forced us to reexamine many of our ideas. We thank Dr. Alfredo Mirandé for his contribution to understanding the United States cultural context from the perspective of a Latino Sociologist and Law Student; Alma Medina for her contribution to various role plays from the perspective of a recently naturalized Latina law student; and Selena Dong for her contribution to the Unit on Combating the Anti-Immigrant Myths. Gwen Sidley, a teacher at Redwood City's Woodside High School, provided valuable input and editorial assistance to this project. Mark Silverman, an ILRC staff attorney at the Immigrant Legal Resource Center, provided the content for the section on working with the media and preparing a press conference. Kathy Brady, an ILRC staff attorney, edited this manual.

Lastly, we thank all the unnamed individuals who have worked with both Centro Bilingue and the Immigrant Legal Resource Center over the years. Many of the ideas and exercises were refined in earlier ILRC manuals. Without that base of information, the Units in this manual would not be as detailed as they are.

We hope you find this program challenging and useful. It is our belief that this program serves best as a model that should be shaped by the context in which it is used. We hope you will find it to be a catalyst to develop even better training programs.

Good Luck.

Eric Cohen & Juliette Steadman
East Palo Alto, CA

Rufus Whitley
San Antonio, TX

September 1994

UPDATE TO THE IMMIGRANT LEADERSHIP TRAINING CURRICULUM

Since the original edition of the *Immigrant Leadership Training Curriculum* (formerly called the *Leadership Training Curriculum*), which the Immigrant Legal Resource Center (ILRC) published in 1994, there have been many changes in immigration law and the rights of immigrants. The anti-immigrant rhetoric which many politicians and some other people have been using to scapegoat immigrants has increased dramatically. The need for immigrant leadership in all facets of civic affairs has never been more apparent than now. Thus, this manual and other immigrant leadership training programs have become increasingly important. In fact, since the original training upon which we designed this manual we have held two additional leadership trainings and approximately 25 new immigrant leaders have graduated from the program. These leaders have gone on to become active civic participants in their communities.

In addition to training the new leaders, we held an advanced training for those leaders who already went through the leadership curriculum. The advanced training allowed the leaders to experience what it would be like to be trainers for the next group of leaders in the curriculum. The leaders who participated in the advanced training then became co-trainers for the other groups of leaders going through the curriculum. This mentoring approach helped the veteran leaders improve their skills and impart their wisdom upon others.

The advanced training included a new part of the curriculum called "Civic Action Projects" or CAPS. CAPS are small-group campaigns chosen, designed, and carried forth by lay leaders as a means of addressing problems facing their communities. For example, a CAP might aim to improve the recreational services available for immigrant youth in the community, or it might aim to promote the hiring of more bilingual faculty and staff in the local school district. CAPs provide a forum for leaders to utilize the various leadership skills covered in the basic training while they work on a campaign which addresses real problems within their communities.

The ILRC would like to thank Antonio Maciel of the Open Society Institute's Emma Lazarus Fund for providing the funding to update this manual in both 1998 and 1999. For years Antonio has provided great ideas about how to work with immigrants in their quest to become civic participants and become more powerful in the U.S. Special thanks also go to Jon Blazer who works at Philadelphia Legal Assistance and Virginia Ruiz who works at California Rural Legal Assistance, for their creative suggestions and hard work on making this curriculum significantly better. Jon and Virginia were the ones who, as third year law students at Stanford Law School, developed the idea of CAPS and wrote Units 12 – 15 of the curriculum. We also would like to thank all the leaders who went through the training program over the last few years for their dedication to the program, the cause, and for teaching us at the ILRC so much about how to do our job better. Additionally, I would like to thank my co-workers at the ILRC for their support for and suggestions on this project. Lastly, I thank Juliette Steadman, former director of Centro Bilingue and my partner on this curriculum, who really put this training program together in East Palo Alto and kept it running for over three years.

We hope you enjoy this manual and its update and find them as useful as we have. If you have any questions, comments, input, or ideas about the curriculum, we encourage you to contact Eric Cohen at the ILRC by phone (415-255-9499, extension 264) or email (ecohen@ilrc.org). Thank you.

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INTRODUCTION TO THE TRAINING CURRICULUM

A. Summary of the Curriculum

The curriculum in this manual employs interactive teaching techniques with the goal of helping a group of dedicated community leaders improve their leadership skills, use such skills in their communities, and help others apply for naturalization.

The central focuses of the curriculum are to help immigrants refine and develop their advocacy and leadership skills and to teach them how to help others apply for naturalization. Thus, teaching immigrant members of the community lay advocacy (also called lay leadership) skills and how to help with group processing of naturalization applications are the two featured parts of the curriculum.

So, what exactly are lay advocates?¹ Lay advocates are community leaders or others who live and work in a given community (in this instance, immigrants living in the immigrant community) and help others in the community with their legal and civic problems. They not only work with people in their own community but also serve as representatives of the immigrant community to the larger community. They can advocate for individuals or on behalf of the community before school boards, governmental agencies, and with politicians. They share skills and knowledge with others in the community, volunteer at community agencies which help immigrants, and reach out to others in the community. The idea behind helping more people become better lay advocates and leaders is that more residents in a given community will become more self-sufficient and knowledgeable and powerful about their rights.

Group processing of naturalization applications is an effective and efficient way to process a group of naturalization applications at once. It allows the applicants the opportunity to learn about the naturalization requirements and application process, complete their own application forms, and gather the supporting documentation for their own applications. This is all done under the supervision of volunteer lay advocates from this training and immigration law experts from a community agency.

It is best to look at this training curriculum as having two basic parts. The first part, the original training curriculum, consists of the first 11 units of this training. The second part, the advanced training, consists of units 12-15. Units 1-11 take between 30 minutes and four and a half hours to teach assuming there is a group of approximately 12 lay advocates and there are co-trainers present to do the more interactive parts of this training. Although teaching the entire curriculum take at least 31 hours, some people may want to teach only selected units from the curriculum. It is designed so people can teach all of it or merely part of it. For a sample schedule, please see Appendix Intro-A.

¹ Throughout the curriculum the term lay advocates, lay leaders, and leaders are used interchangeably.

The first part of this manual (this introduction and units 1-11) takes people through three phases of the training program. First, it gives input on how to choose lay advocate volunteers to be students in the training. Second, the manual takes trainers through all the steps necessary to teach the curriculum. This includes an explanation of all facets of the training curriculum and of the philosophy of the training, as well as the suggested homework assignments for a successful training. Third, the manual discusses ways to help the leaders use the training they learn in their communities. For a list of all the homework assignments, please see Appendix Intro-E.

The skills which the first 11 units of the curriculum teach includes: public speaking, outreach, running a meeting, developing an agenda for a meeting, holding a press conference, completing applications and helping others complete applications, acting as a resource on different issues, protecting one's Constitutional rights against the Immigration and Naturalization Service (INS), and combating anti-immigrant sentiment. Additionally, the curriculum teaches substantive legal information on naturalization and Constitutional rights. The 11 units are: An Introduction to the Lay Advocates' Training, Naturalization, Review of the N-400 (Naturalization Application), Naturalization Outreach and Meetings, Ways to Combat the Anti-Immigrant Backlash, ESL Classes and the Importance of Speaking English, Practice Giving Referrals and Saying "I Don't Know", Immigrants' Rights and Responsibilities, Public Speaking - First Session, Media Work and Setting Up a Press Conference, and Public Speaking - Second Session.

The second part of this curriculum (Units 12 - 15) includes all the advanced parts of the training. Units 12 and 13 prepare individuals who have completed the basic leadership training to help administer that curriculum to a new group of participants. The advanced trainings provide a review of the various skills (e.g. brainstorming, meeting facilitation, public speaking) and issues (e.g. naturalization, myths and facts about immigrants, U.S. culture) covered in the basic training. The format of the training requires the participants to take turns leading one another through the review, thereby giving each person an opportunity to practice training others.

(Note: while the "training others" curriculum was designed for the purpose of preparing individuals to participate in the training of a new group of leaders, the curriculum -- or portions of it -- may also be used solely to review certain topics covered in the basic curriculum.)

Units 14 and 15 are intended to be used in conjunction with "Civic Action Projects" (CAPs), small-group campaigns chosen, designed, and carried forth by lay leaders as means of addressing problems facing their communities. For example, a CAP might aim to improve the recreational services available for immigrant youth in the community, or it might aim to promote the hiring of more bilingual faculty and staff in the local school district. CAPs provide a forum for leaders to utilize the various leadership skills covered in the basic training while they work on a campaign which addresses real problems within their community. The "Introduction to CAPs" explains the purpose of CAPs and outlines the processes of problem-solving and group collaboration. Upon completion of this introductory training, the leaders formulate CAPs topics, breaking into small groups which will carry forth advocacy campaigns over several months. The "CAPs Update Meeting" offers a sample format for a meeting in which several CAPs groups come together to bring one another up to date on their campaigns.

The teaching techniques used throughout all units of this curriculum are highly interactive. The idea behind this is that "Experience is the best teacher." Thus, the curriculum is designed so that every student has an opportunity to practice the skills in the training in small group sessions that provides for immediate critique. It is designed with focus on learning substantive law and on learning helpful skills. Some of the teaching methodologies used in this training include: small group practice, group discussion, individual and group presentations, team work, role plays and demonstrations, brainstorm sessions, group critique, evaluations, and lecture.

B. Background to the Curriculum

The Immigrant Legal Resource Center (ILRC) and Centro Bilingue have worked for many years with the immigrant communities in the San Francisco Bay Area. Over the years, programs have responded to specific needs of the immigrant community: Information Sessions to answer questions about immigration, Family Visa Workshops, Family Application Workshops, Amnesty Application Workshops, and Naturalization Workshops. Each of these programs responded to a specific need of the community. Many times the ILRC and Centro Bilingue relied on various members of the immigrant community to do outreach, help advertise, and operate the workshops.

The staff of the ILRC and Centro Bilingue recognize that the immigrants are a resource who, with additional training, can provide leadership on an ongoing basis to their own community. Additionally, they can provide a regular resource pool for agencies to rely on in the delivery of the services. The immigrants are a special resource in that they are able to translate their own stories and experiences, to provide assurance, confidence, and answers to new immigrants.

The staff feel that the development of immigrant lay leaders will both empower the community and assist the agencies. Lay leaders can mobilize the immigrant community to lobby for governmental services and bilingual education, combat anti-immigrant rhetoric and legislation, protest abusive police or INS practices, and protect against restrictive governmental welfare, education, and health policies. Lay leaders can provide an effective and efficient addition to the provision of direct services. They will bring the unique perspective of immigrants into the process and providing additional assistance to the agencies' provision of services.

The staffs of the ILRC and Centro Bilingue decided to start a lay advocate training program to maximize the effectiveness of lay leaders. The Peninsula Community Foundation generously provided the agencies with the funding to work toward goals. First, the foundation funded the ILRC and Centro Bilingue to write a curriculum, test the curriculum with a group of immigrants, and publish it for others to use and adapt. Second, the foundation funded the ILRC and Centro Bilingue to monitor and evaluate the lay leaders' follow-up activities both in the community and with the agencies.

This manual is the result of many long hours of discussing, evaluating, writing, presenting, critiquing, and redrafting. The staffs of the ILRC and Centro Bilingue proposed a list of topics and skills that would enable immigrants to become lay advocates within their own

communities. This list was refined in discussions with the community members. The initial group of immigrant participants provided insightful suggestions both during the training and as they performed their outreach work in the community. This manual reflects the commitment of 12 lay advocates to the importance of their own development but also their openness in sharing their own insights, struggles, and suggestions.

The curriculum includes information on naturalization requirements and process, anti-immigrant myths and ways to respond, the legal rights of immigrants; skill development in preparing and presenting a workshop, small group leadership, press conferences, and public speaking. Additionally the curriculum encouraged each lay leader to reflect on the differences between his or her native culture and United States culture, and the considerations an immigrant might have in determining whether to naturalize or not.

As part of the follow-up, the lay leaders developed presentations for church groups, ESL classes, local neighborhood meetings, immigrant support groups, and parent education groups. The target groups included church groups (Comunidades Eclesiales de Base) that contained a large number of immigrants, Padres Unidos (an education group of concerned Latino Parents), residents of apartment units who are facing relocation, house meetings for residents of particular blocks, and presentations for various Cinco de Mayo celebrations. Additionally, the original lay leaders worked with Centro Bilingue in the delivery of the regular immigration information sessions and the group processing workshops for family visas and naturalization. These lay leaders made over 75 presentations to more than 1000 people of issues of importance to the immigrant community. For a sample schedule of outreach events in English and Spanish, please see Appendix Intro-B.

Each lay leader who participated in the training was required to provide a presentation or assist a community agency at least a couple of times a month for the six month period following the completion of the training program. After each outreach event the leaders were asked to complete a report about the experience. For a sample of the report, please see Appendix Intro-C.

In addition, the participants volunteered to provide presentations at the regularly scheduled Information Sessions at Centro Bilingue. At these sessions, the participants spoke about citizenship. They also volunteered to serve as assistants at the group processing workshops on citizenship and family visas.

Although the curriculum was a success when it was used in East Palo Alto, it is not perfect. This manual contains many revisions based on the feedback of the participants both during the training and follow-up portions of the program. The trainers learned that they tried to incorporate too much into each training session. Our first suggestion is to plan to do less rather than more. Our second suggestion is to provide sufficient time for the lay advocates to get a lot of practice doing public speaking, role plays, and the other skills featured in this curriculum. Our third suggestion is to identify enough co-trainers so that when practice occurs the groups will be no larger than three or four participants for each trainer. This provides the most practice and yet preserves the time schedule of the manual.

As you use the program, feel free to write or call Eric Cohen at the ILRC (1663 Mission Street, Suite 602, San Francisco, CA 94103, 415/255-9499 ext. 264, email: ecohen@ilrc.org) and provide suggestions that you feel will be helpful to others who embark on a similar Lay Advocates Training Program.

C. Concepts Involved in the Training

1. **What is lay advocacy/lay leadership?**

Lay advocates are people living and working in a given community who help others in the community with their legal and civic problems. They are like other legal workers but they have less formal experience. Lay leaders can be individuals who help friends, family, co-workers, co-parishioners, or co-apartment dwellers, or they can be individuals associated with an organization (such as a church or an immigrants' rights group). In the immigrant community, often lay advocates are fellow immigrants who have developed skills that others in their community lack. Sometimes they are immigrants who learned a lot from their own experience in adjusting to the United States, seeking assistance with immigration concerns, etc..

Lay leaders not only work with people in their own local community. They serve as representatives of the immigrant community to the larger community. The leaders can organize the local immigrant community to lobby for governmental services and bilingual education, combat anti-immigrant rhetoric and legislation, protest abusive police or INS practices, and protect against restrictive governmental welfare, education, and health policies. Lay leaders may also speak on behalf of the immigrant community before school boards, governmental agencies, and political candidates.

Lay advocates help ensure that more residents in communities will be self-sufficient and knowledgeable about their rights. By training lay advocates in a given community, we enhance the capacity of that community to fight its own battles. Lay advocates can help a community respond to anti-immigrant rhetoric and myths. As members of the community, lay advocates can encourage and model how rights should be exercised with the INS. Lay advocates can help a community obtain the required services from an educational institution. They may help a community petition a governmental agency or health department for services that are required to be provided yet are not. They can point out how active participation in the political process may provide protection for the community. A good lay advocate not only helps others solve the problem at hand but also helps them understand and develop the problem-solving skills they already possess. Many times the lay advocate, by modeling and encouraging, will be able to help other immigrants develop confidence in their own problem solving abilities.

Lay advocates will also be available to do many things a legal worker often will not have time to do, such as help a local agency provide for group processing of naturalization applications or visas, explain the basic requirements and potential risks of naturalization, suggest ways an immigrant can use his/her legal rights, provide information on how an immigrant can more successfully negotiate living in the United States, and etc. Lay advocates are often very effective because they have a good understanding of a client's immigration or community

situation, they are very accessible to the clients because they live in the community, and the client community often trusts them more.

In addition to being successful advocates in their own communities, lay advocates make the legal organizations they volunteer at more efficient. There are not enough immigration legal workers to serve the low-income immigrants who need help. If one defines immigration work broadly, as more than just obtaining legal status for immigrants, i.e., helping clients to develop skills useful in mainstream life, then the shortage of legal workers in any given community becomes even more stark. Lay advocacy allows more immigrants to obtain services because there are more people trained to provide services within a community.

When volunteering with a legal service provider (merely one of the activities a leader may do), lay advocates cannot do everything that caseworkers can. For example, lay advocates cannot be expected to provide the same "expert" advice that an immigration caseworker working for a non-profit agency may often provide.

While working with a legal services agency, for example, leaders may be able to do many things such as help complete forms, organize documents and other evidence, advocate on behalf of their communities or individual within their communities, give educational presentations on a variety of issues, and do outreach that caseworkers cannot or do not have the time to do. For example, while a lay advocate may not immediately be able to argue a case before an administrative law judge, he or she is well situated to do effective community outreach for a group processing workshop.

Lay advocacy training is designed to take advantage of skills which the advocates already have acquired through life's activities such as; leadership in schools, churches, Alcoholics Anonymous groups, or through some other means; experience completing forms for their childrens' education; speaking to co-workers and neighbors about interests in common. We have found that if lay advocates are enthused about helping others, have the time and the resources to do so, and have been provided with adequate training, they will develop their skills that enable them to effectively help others in dealing with the INS and mainstream society.

An increase in the number of advocates can ease the pressure on immigrant legal workers by helping with the simple cases through group processing workshops, and organizing community workshops on issues of interest to the immigrant community. Paralegals and other immigration workers can concentrate their efforts on handling the difficult cases and supervising the lay advocates on the easier ones. More attention and more time spent on the difficult cases may translate into better results for these clients. Lay advocates can also help legal workers do activities that they would not ordinarily have the time, energy or resources for, such as know-your-rights workshops or house meeting² information sessions. Lay advocates can also

² In a house meeting, a host (generally an immigrant) invites neighbors, friends, and/or relatives to his/her house. One of the lay advocates uses this setting to provide information or assistance to the group (naturalization requirements, rights, etc.) We have found this to be a very effective way of reaching out to the community and provides a level of security for undocumented persons.

organize lobbying efforts with various public agencies or local governments charged with providing services, if the services are not being provided. Thus, lay advocates provide legal workers with skills, knowledge, and time to better serve the immigrant community.

2. Choosing the Leaders for a Leadership Training

The participants for these trainings should be people whom the immigrant community has already acknowledged as having a "leadership" position. First, this requires the agency to identify groups in which immigrants participate, such as: churches, Alcoholic Anonymous groups, solidarity groups, and parent- teacher associations. Second, the agency should invite those people who fulfill the leadership positions in those groups to participate in the training.

In approaching potential participants, the sponsoring agency may say that the training program will:

- a. Enhance the participants' knowledge of immigration law and immigrant rights so that they will be better equipped to serve their own community.
- b. Refine the participants' skills in group leadership, outreach, public speaking, and press conferences so that their communities will be more effective.
- c. Develop a network with leaders of other groups involved in the immigrant community so they can act as resources to each other.
- d. Provide a resource of people to assist agencies in providing services that benefit the immigrant community.
- e. Be committed to working with the lay advocates who participate.

We suggest that each advocate sign an agreement prior to participating in the training program. This way everyone will know the expectations of everyone else. The trainers will be expected to come prepared for each day of training, arrive on time, and perform their tasks in a professional and competent manner. The advocates will be expected to attend every training (they should not miss more than one or else it could hurt the group dynamics and the overall success of the training), arrive on time, not leave early, participate in the training exercises and small group

sessions, and do all their homework. For a sample contract and a cover letter to the leaders explaining the program, please see Appendix Intro-D.

3. What you will find in this training curriculum

This training curriculum is complete and ready to be used. You will find almost all the materials that you will need for the entire training. If the trainer needs something else for a particular session, the trainer is warned in the notes of each particular unit.

The trainer does not have to follow the curriculum word-for-word; in fact we encourage trainers to adapt the curriculum to their own situation. The primary goal of this manual is to assist agencies to develop a network of trained and skilled lay advocates and lay leaders. Consequently, there is room for flexibility so that the local situation will determine the changes that are appropriate. Some trainers might find it useful to use half of the curriculum or even just one or two of the units. Trainers should feel free to adapt the curriculum to what ever is best for their agencies, communities, and the leaders who are going through the training.

4. The teaching concepts behind the training methodology

You will notice that the training contains some non-traditional features. It does not resemble the usual lecture format. This different format grows out of our experience that the most effective way to teach both content and skills to people who will use those skills and knowledge involves a variety of educational approaches.

*** Experiential Training**

"Experience is the best teacher." This concept is ignored in many training designs. Yet when we reflect on the best learning experiences that we have had -- whether learning to ride a bicycle or learning to be a good advocate for our clients or fellow community members -- we recognize that the more experiential and participatory the teaching, the more we learned.

Experiential training calls for *every student to practice the skills in the training* through small group practice sessions that provide an immediate critique. In order for the small groups to work effectively and efficiently, each group normally should include four participants and one trainer. Only the lead trainer needs to be an experienced legal worker; others may be less experienced legal workers, previously trained lay advocates, or other community leaders. This design requires more trainers to facilitate the small groups, but it insures that all students will have ample opportunity to practice.

Each participant must be required to participate in the exercises. Facilitators must draw out the more reticent participants for they are often the ones who benefit the most from the practice.

*** Skills over Substance**

The substance of many of the areas of immigration law change. However the skills developed in the training provides the base on which the advocates will continue to serve their communities. The training teaches and practices public speaking, outreach to the community, leading small group discussion, and developing presentations. These skills are transferrable to other situations and do not change. These trainings foster primarily skill development and secondarily the substantive knowledge of the law.

5. Preparing to present a training unit

* A Plan for Your Preparation

Preparation for these trainings is a different type of effort than preparing for most lecture-type trainings. In some ways it requires less effort than if you were doing a training from scratch because the work of putting together materials and exercises has been completed in this manual. The training, however, does require advance preparation of a different type.

Trainers need to review all the units in this manual carefully before attempting to present a particular unit. Trainers need to become familiar with all the units in the training to see how the different units and the different skills in each unit build upon each other and are otherwise interrelated. You should become familiar with the introductions, instructions, and practice any presentations. If you have not done the exercises before, it is helpful to do the exercises with your co-trainers. This will prepare you for any questions and last minute hitches.

Detailed outlines of the presentations are included. We do understand that most trainers will adapt these outlines to their own presentation style. However, you should include the major issues raised in the outline.

* The First Step:

- Review the curriculum early. Look over the curriculum several weeks before presenting it because there may be requirements that take some lead time.

- Decide how much time there is to do the training and choose which units (if you don't plan on doing all of them) you plan to use. **When planning, please make sure to include 10 - 15 minutes of evaluation time at the end of each day. Additionally, please plan on allowing for at least 15 minutes of break time for each half day of training. (Neither of these items are listed on any of the agendas of the units.)**

- Make a schedule so you can plan when each unit in the training will be presented. Make sure to take into consideration which units build upon other units. See Appendix A at the end of this introduction for a sample schedule.

- Check to make certain that you have enough co-trainers for each unit: The size of the group of participants will determine this. The units that require facilitators for each small group (Public Speaking, Media/Press Conference, Anti-Immigrant Myths) will require a co-trainer for every four participants. The units may be done with fewer co-trainers than the

number of students suggest. However, if each participant is to practice, the training will take longer or less people will be able to practice the various skills covered. The other units will require fewer co-trainers.

* The Second Step:

- Meet with the co-trainers to plan what parts each trainer will do.
- Carefully practice all presentations.
- Practice the group exercises.

* The Final Steps:

- Some time before the training, check to be sure that you have all the materials that are listed as necessary in the trainer's notes for the units. Every unit requires butcher paper. Make sure that you have any copies of materials for the advocates which may be required, any props needed for role plays, and any other equipment required.
- Arrive early for the training to make sure the room is prepared.
- Make sure you know the homework assignment that was assigned during the last session and the one you have to assign at the end of each session. For a list of all the homework assignments, please see Appendix Intro-E.

6. Using the training manual

The curriculum for each unit begins with the purpose of the particular unit as well as the teaching techniques used. The initial part of the curriculum also lists the agenda for each session.

The basic training curriculum is divided into 11 units. Depending on the particular unit, the units take between 30 minutes and four hours and 30 minutes assuming there is a group of approximately 12 lay advocates and there are the required number of co-trainers present to do the more interactive parts of the training. Each unit has the approximate amount of time it takes listed on the first page of the unit. **Yet, it is important to note that the time listed never includes breaks or the time it takes to do the evaluations at the end of each day of training which is necessary to complete the trainings. Thus, please add at least ten minutes for an evaluation and fifteen minutes for a break (more if the training day is more than four hours and less if it's two hours or less) to each day of training.** Although teaching the entire curriculum can take up to 30 hours, some people may want to teach only selected units from the curriculum. It is designed so that people can teach all of it or merely part of it. For a sample schedule of the curriculum, please see Appendix Intro-A.

The curriculum provides a detailed outline required for the presentation of each item listed on the agenda at the beginning of the unit. This includes an outline of all presentations and

specific directions for the group exercises. For many of the units, examples of the results of the group exercises (from the test group) are included to help you anticipate what may result from the exercises.

At the end of several units there are homework assignments for the advocates to do prior to the next training day. The types of homework assignments include: reading, preparing speeches, and planning community meetings. Since many of the units count on the students completing their homework prior to coming to class, it is very important that students are assigned the appropriate homework and do indeed do it. The training will not be anywhere near as successful if they do not complete the assignments. For a list of the homework assignments, please see Appendix Intro-E.

If some direction or outline does not make sense, please check with your training coordinator or contact the Immigrant Legal Resource Center. Your suggestions for improvement will help us update and improve this manual.

7. Tips on some of the training techniques that will help make the curriculum succeed

*** Small Group Facilitation Techniques:**

- Much of the curriculum requires work in small groups. The ability to facilitate discussion in small groups is crucial. Many times the participants work in small groups without the participation of a trainer, so good modeling initially will help the participants learn the skill of being both a good facilitator and participant in small groups.
- **SET THE TONE RIGHT AWAY:** Model the behavior of how you would like the participants to treat one another. Make the participants feel comfortable, but let them know that you take the training seriously and expect them to do so also.
- **ALLOW THE STUDENTS IN THE GROUP TO RUN THE GROUP THEMSELVES:** The more the students participate the better. The participants should be allowed to run their own groups so that they develop this skill as leaders.
- **STRICTLY ENFORCE TIME LIMITS:** The entire workshop will not flow smoothly unless each group strictly follows the time limits prescribed.

*** Techniques for a Good Critique**

- Critiques help the participant improve his/her performance. This motive should always be kept in mind when facilitating a critique. Concentrate on those techniques that will encourage the participant to improve. Each critique should take about five minutes per person. (In Unit 11, the critiques of the 15 minute presentations will require 10 to 20 minutes per person). **Before the first critique**

exercise, the trainer should explain how a critique should be done. It is also a good idea for two co-trainers to model a presentation, the self-critique, and then the group critique. It is important to stress that the practice is not competitive, rather cooperative. The better each participant is, the greater the benefit to the immigrant community.

- BEGIN BY ALLOWING EACH PERSON TO CRITIQUE HIS OR HER OWN PERFORMANCE: People are often very insightful about their own performance. Many times we are harder on ourselves than others will be. Letting the person critique him or herself will often provide an openness for others to be able to make helpful suggestions and identify the positive skills the person already has. Also the person will feel less defensive about other students' comments.

- START WITH WHAT WAS GOOD ABOUT A PERFORMANCE

- DISCUSS NEGATIVE ASPECTS IN TERMS OF "WHAT MAY BE IMPROVED" OR "WHAT MIGHT SOMEONE DO DIFFERENTLY" INSTEAD OF WHAT WAS "WRONG" OR "BAD"

- DON'T LET THE CRITIQUE BECOME A PERSONAL ATTACK

- CONSTRUCTIVE SUGGESTIONS ARE ALWAYS SPECIFIC

- FOCUS THE CRITIQUE ON A FEW SUGGESTIONS (THE MOST IMPORTANT) FOR IMPROVEMENT

- SUMMARIZE THE MAJOR POINTS (BOTH PRAISE AND SUGGESTIONS) AT THE END OF THE CRITIQUE

* Techniques for Group Work:

- Many of the units utilize the leaders' reflections on their own and their community's experience. These reflections are then incorporated into the theme or content presented. This process also affirms the importance of the "knowledge" the leaders' bring as well as model the reality that we all can learn from one another.

- FRAME THE QUESTION(S) CLEARLY AND CAREFULLY

- WHEN BREAKING INTO SMALLER GROUPS, ALLOW EACH GROUP TO REPORT ITS RESULTS (THIS IS ALSO ANOTHER WAY OF ALLOWING LEADERS TO PRACTICE PRESENTING TO A LARGER GROUP - TRY TO MAKE SURE THE SMALLER GROUPS ROTATE THE REPORTER RESPONSIBILITY)

- AFFIRM ALL ANSWERS; THERE ARE NO RIGHT OR WRONG ANSWERS

- BE WILLING TO BE SURPRISED AND ACKNOWLEDGE THAT NEW PERSPECTIVES ARE LIABLE TO BE DEVELOPED

- CONSIDER TYPING UP THE RESULTS AND RETURNING THEM TO THE PARTICIPANTS AT THE NEXT SESSION

* Ice Breakers:

- When strangers are thrown together in a group, as they probably will be in these trainings, there is a natural tendency to "clam up" until bonds are built between the participants. It is important to use the initial ice breaker and several of the initial role plays and group activities as a way in which bonds of trust are built. Trainers are encouraged to model the trust required. To use the initial ice breaker and the initial exercises most effectively, the trainer should randomly assign persons to groups, insuring that participants work with people they do not know. For a description of an ice breaker exercise see Unit 1.

* Brainstorming:

- Brainstorming is a technique used at numerous times in this training. It is a device to encourage the participants to get out their ideas in a non-threatening environment. If used properly, it can also be an efficient short-cut around what would otherwise be extensive discussions on certain topics.

- In brainstorming, the trainer directs the group to a certain topic or question and then has them give the trainer every thought, without censoring them, on that topic or question. All thoughts are written on the board or butcher paper. The responses should be displayed in the room. Later, the process may require that the responses be categorized, prioritized, or discussed. However, it is important that the initial flow of responses be free flowing so that each participant is encouraged to present his/her suggestions.

- A good brainstorming session is fast-paced, with the trainer doing the following:

- - Record the ideas without censoring. (No idea should be said to be wrong or "off-topic." Instead, just record them and have the group deal with it after the brainstorming is over.)

- - Keep the group moving along and "on-topic." This should not be very intrusive. If the group runs out of ideas or responses, the trainer should encourage them by asking a question or moving them along to the next step in the process.

- - Define the suggestions from the group. If someone says something that is too vague, ask a defining question about what is meant.

- - Summarize any long-winded statements. The trainer should either ask the participant to summarize in a few words or try to fairly translate any "speeches" into summarizing phrases.

* Energizers:

- The training sessions last as long as four and a half hours. Make sure to take breaks. If the groups energy drops, the trainer should utilize an energizer exercise.
- Have all the participants stand up for a couple of minutes and just turn to one another and discuss what they have learned in the past two or three minutes. Often times the activity and discussion will give the participants a new wave of energy.

* Evaluation of Each Training Session:

- Each unit has an evaluation. It is a simple way of receiving immediate feed back and allows for corrections and improvements during the training.
- For the trainers to model the reflective process, they must incorporate the suggestions into subsequent lessons and acknowledge the changes based on the evaluation received. Approximately ten minutes at the conclusion of each training day should be dedicated to the evaluation process. During the evaluation the trainer should merely ask and record what went well and what could be improved during the day's training. The evaluations are not mentioned in each individual unit and therefore are not counted as part of the estimated time which is listed at the beginning of each individual unit. Thus, please add 10 minutes to each day for the evaluation.

8. Follow-up with the leaders

This program anticipates that each leader will use the information and skills developed during the workshops during outreach events in the community. This must be stressed throughout the training. It is advisable to provide on going training (every 6 to 8 weeks) in which the leaders report on their activities in the community and receive additional information and updates as appropriate.

The trainers should also put the leaders in contact with various agencies that can use their skills. Trainers should offer to accompany the leaders during their initial efforts - both to supply encouragement and assistance, and to evaluate the effectiveness of the training.

9. Miscellaneous Issues

* Warnings:

- You should remind the leaders that they will not be "experts" but rather have a general knowledge of some areas of law and other issues important to the immigrant community. If applicants approach the INS based on misinformation

received from a leader, there could be dramatic consequences even leading to someone's deportation. Consequently, the leaders must be trained and reminded to say "I don't know" or "That's a good question" and be ready to give a number or an agency that can provide expert assistance to the person seeking information. Several of the units remind the leaders of this and highlight the risks inherent in some of the processes. However it should be a general tone of all the training that to say I'm not sure or don't know is appropriate. Consequently the training stresses the ability to know when the advocate must say *"I don't know" and direct people to contact an expert or an agency which may know the answer to the question.* This also fosters an ongoing relationship between the trained advocates and the agency so that regular updating of the advocates will be required. Trainers should effectively model this by acknowledging their own lack of knowledge and indicating that they need to check something out before they give an answer to some questions.

- At the conclusion of the workshops, we do not expect anyone to be a perfect presenter or to know everything. The trainer should continually point this out. The trainers should point out that one of the purposes of the follow-up sessions is to provide additional information and training. The lay advocates should be encouraged to request any additional material that they would find helpful.

* Accomplishments:

It is important to continually place the training sessions in the larger context of what the agency is trying to accomplish - the development of skilled members of the immigrant community who can act as resources and leaders in their own local communities. Trainers should offer suggestions regularly as to how the lay advocates can use their skills. Trainers should encourage the leaders to call upon one another, the trainers, other legal workers, and organizations to assist them. This will help develop the network of relationships among the lay advocates hopefully further developing the power in the immigrant community.

UNIT I

INTRODUCTION TO LAY ADVOCATES TRAINING THE IMPORTANCE OF UNDERSTANDING NORTH AMERICAN CULTURAL VALUES & SURVIVAL SKILLS IN THE UNITED STATES

Purpose:

Part 1: This introductory session is designed to explain the goals and methods of teaching the training. Additionally, this introduction involves an ice-breaker exercise so the lay leaders begin working well together.

Part 2: This session is designed to discuss the importance of understanding North American culture, customs, and values in order to better equip recent immigrants to deal with U.S. institutions, organizations, and groups. An underlying premise of this training session is that if recent immigrants are to survive and thrive within North American society, it is essential that they have a rudimentary understanding of basic U.S. dominant social values.

The intent of this section, however, is neither to venerate North American values nor to denigrate or demean the values that students bring to the class. An underlying goal of the class is to promote mutual respect and greater understanding among racial, ethnic, religious, or gender groups in North American society.

Time: Approximately 4 Hours and 30 Minutes.

Prior Knowledge: None

Manner of Teaching:

This part of the training involves lecture, discussion, an ice-breaker exercise, and role play.

Agenda: [This agenda should be placed on a blackboard or butcher paper for all the participants to see]

- I. Welcome and Introduction (20 minutes)
- II. Ice Breaker Exercise and Presentations (1 hour, 20 minutes)
- III. Role Play and Discussion (75 minutes)
- IV. Culture and Values of the United States (1 hour, 20 minutes)
 1. Small Group Discussion (20 minutes)
 2. Large Group Discussion (1 hour)
- V. Additional Details of the Leadership Project (Final Business) (15 minutes)

I. Welcome and Introductions [20 minutes]

- A. Welcome everyone, thank them for coming, and confirm the dates and times for subsequent training.
- B. Go around the room and introduce everyone (include name, where from, city where living, and any other interests if desired)
- C. Be enthusiastic about everyone's participation.
- D. Review today's agenda.
- E. Provide a brief history of how this project was conceived and funding sources, if appropriate. Review the agenda briefly for all the training sessions. (It would be ideal to have a handout that lists each date and time for training and the topic(s) for that day). This would also be a good time to remind everyone of the importance of being on time.
- F. Describe the training workshops.
 - 1. This training is divided into 11 parts to take place on seven Saturdays (or however you choose to teach it). Sometimes the training workshop will focus on one topic, other times on two topics.
 - 2. This training will be interactive in nature. Each one of us will have the opportunity to contribute what we know so that all of us can gain from our collective experiences. The trainers do not know everything and will rely on all of us to learn important information and skills. You're all going to prepare homework. Everyone will be asked to participate in practice sessions and discussions. Although there will be some lecture, it will not be the major part. Everyone will be critiqued in order to improve. It's not a competition. We're here to help and learn from each other, and improve our leadership skills.
 - 3. This training has two components: the Workshops and the Outreach Events. During the outreach, each of you will be asked to share what you have learned with different people and groups in the community or to help an agency with group processing of naturalization applications.
 - 4. At the end of the training you are not expected to be experts. You will have information that can help members of your community, but you should always send someone to a lawyer or community agency for legal advice.

II. Ice Breaker Exercise and Presentations: (1 Hour and 20 Minutes)

A. Explanation: The lead trainer explains the exercise and why it is important. We will be working together for several weeks. It is important that we get to know a little bit about one another so that we gain confidence in one another and work better together.

B. Demonstration: The lead trainer briefly should introduce him/herself. This way he/she may actively participate as a model for the icebreaker exercise. The trainer should invite one of the other trainers briefly to introduce him/herself as well.

The lead trainer and the other trainer should model talking to one another about their families, about themselves, why they chose to participate in the training program, their interest and goals in the training program, and something else important in their life (an experience, family, etc.)

These or similar questions may be used: What is your name? Where were you born? Can you tell me about your family? Where do you work? Have you had any experiences with immigration issues? What other things are you involved in the community? Why did you choose to participate in the program? What interests or goals do you hope to attain from participation in the program? Is there anything else that you might want to tell the group about yourself?

The lead trainer should turn and introduce the other trainer to the group using information gained from the brief discussion.

C. Group Exercise: The lead trainer invites each person present to turn to a person he/she does not know. The lead trainer asks the pairs to start with one of the persons questioning and listening as the other talks about his family, interests, why he/she chose to participate in the training, what he/she hopes to get out of the training etc. The trainer should hand out a sheet with these questions so the participants can complete the sheet during the interview. See Appendix 1-A as a model that may be modified for your situation. After the first five minutes the lead trainer asks them to reverse roles. The trainers may wish to pair off with one of the participants. This will signal the mutuality of the process. It will help the trainers develop a sensitivity for the difficulties the participants may have and allow the participants to try and summarize an experience that may be radically different from their own (the same may be said for the trainers).

D. Presentation to the larger group: Each member of the group is then invited to introduce the person he/she interviewed to the group (the other trainers should do this also; the lead trainer should pick one of the trainer pairs to do the introduction first as an additional model for the participants).

Each introduction will take about 3 minutes a person. As the introductions are made, one trainer should write the names of all the participants on a piece of butcher paper, especially if this exercise is done during the first training session.

E. Note: If this is not the first meeting and a similar type of "getting to know one another" has already been done, then a different question should be posed. However since this training session is the earliest, it is important to develop a group cohesiveness and trust that the participants talk with people they did not know prior to this experience. Some other questions that may be used if this is not the introductory session are: "Why is it important that you be trained?" "Have you found any of what we are learning helpful or useful, how or why not?" "How do you think we can use this training or how have we used it?" "Do you think this training will be helpful to the community, how, why or why not?" The process of reporting described below should be used. This encourages each participant to learn the skill of listening and summarizing what another has said before evaluating the content. It also provides the experience of making a presentation before a group and developing the confidence needed for the later elements in the training.

III. Role Play and Discussion: (1 Hour & 15 Minutes)

A. This is the first role play in the workshop series. The trainer should explain that for the next two hours or so we will be examining the importance of understanding U.S. cultural values and customs. We will be doing this so that as leaders we will be able to work with immigrants to better understand how to cope and succeed in the U.S. We are going to begin with a role play that will depict the importance of understanding U.S. cultural values and customs as well as suggest some of those values and customs.

B. If one of the participants is well known to the trainers, model the interaction expected with him/her. If the trainers do not know the participants well it is probably better that one of the trainers play the role of the client in order to model the role play well. The role play has two parts, a consumer (recent immigrant), who is having problems with a local furniture store, "Alegre Home Rentals," which has recently repossessed various items of furniture and stereo equipment, and an attorney. The consumer (Maria or Mario Ochoa) has gone to an attorney connected with an agency to seek help with the problem.

C. The trainer explains all the factual information contained in the directions to the actors and asks the participants to focus on what the Ochoa's could do better to protect themselves in the future and what the attorney's actions and questions indicate about U.S. customs and values.

D. Role Play Information for the "Actors":

Between 1994 and 1999 Mario and Maria Ochoa bought a number of household items from Alegre, including a bedroom set valued at \$950.00 (January 1991), a sofa valued at \$500.00 (March 1994), a dining room table and chairs valued at \$700.50 (December 1992) and a television/stereo component valued at \$600.00 (December 1999).

The items were bought in installments. The terms of each purchase were written in English in a contract stating the value of the purchased item and leased the item to the purchaser for a monthly rent payment. The contract said that when the total of all the monthly payments equaled the stated value of the item(s), then the purchaser became the owner of the items. The contract also essentially said that it would keep a balance due on all items, whenever purchased, until the Ochoas paid off all the outstanding total debt.

The trainer should explain that a lease to buy contract means that the Ochoas are only leasing the item until all the payments are made and at that point the Ochoas become the owner. This means that if the Ochoas miss one payment, the item may be repossessed by the store with the Ochoas being entitled to nothing. In the Ochoa's case, this contract is particularly difficult because as the Ochoa's lease additional items the payments are prorated against the total amount owed and the Ochoa's do not own any of the items until they have paid the entire amount on all the items. For example, if the Ochoa's bought a chair for \$200.00 and then six months later bought a stereo for \$600.00 and paid monthly \$20.00 regularly for a year they would not have obtained ownership of the chair. So if they missed one payment, even though they would have paid over \$240.00, the furniture company could repossess both the chair and the stereo.

This is an example of an unreasonable and unconscionable contract. With a lawyer, one could dispute it. It is far better to protect oneself through knowledge of U.S. "business practices" or customs than to rely on a remedy (like getting a lawyer to help sue the company) after the damage has been done.

The purchaser, Maria or Mario Ochoa, could not read English. However, Alegre Company had a bilingual staff. One salesman, Honest Sancho Sanchez (Honesto Sanchez) befriended the Ochoas and assured them that the company would take good care of them. Like the Ochoas, Honesto's family is from Uruapan, Michoacan, Mexico. However, Honesto failed to inform the Ochoas of the special provisions in the contract. Several neighbors had purchased items at the store, and a cousin of the Ochoa's worked at the store as a night janitor.

The Ochoa's made their monthly payments of \$25.00. They thought that they were the owners of the items and that since they had paid for several years

that they had paid for the bedroom set and the sofa. Maria(o) Ochoa would cash his/her check and go by the store and give the money to Honesto. They would mark the payment in their notebook at home, but never received a receipt. Honesto assured them that the company would take care of them. In April and May 1999 the Ochoas missed two payments because Mario hurt his back and was temporarily unable to work. The Company repossessed all the items. The Ochoas went to the store to complain, but Honesto was no longer employed by the store. The store manager was not concerned about what Honesto had said nor the injury that Mario had sustained.

During the role play the following points are important: The Ochoas did not understand the contract and relied on Honesto's verbal promise that all was okay. The Ochoas did not get a receipt for their payments, trusting Honesto who was from their home state in Mexico. The Ochoas did keep a record at home of what they had paid.

E. Discussion: The trainer should ask what could the Ochoas have done that might have helped them recover their furniture or protect themselves. Make sure to write the ideas on butcher paper or a chalkboard so everyone can see.

Some examples of what the participants might offer:

1. Read and know what you're signing. If it's in English, get someone to translate it for you. Even better, take someone with you who understands English.
2. Don't trust spoken agreements. It's what you sign that is important.
3. Whenever you pay, get a receipt.
4. Whenever you talk to someone, remember the name of the person, or write it down, don't hesitate to ask people their name.
5. When something happens, go get some help -- investigate the crooks

If the participants don't offer all of the above, contribute the remaining ideas.

IV. U.S. Culture/Values (1 Hour 20 Minutes)

A. Divide the participants into groups of four or five. Ask them to brainstorm and respond to the following questions which the trainer should write on a chalkboard or place on butcher paper:

- (1) What kinds of behavior do North Americans value?
- (2) What social customs or institutions do North Americans value?

- (3) What are the differences between the U.S. and your country of origin?
- (4) What are the U.S. customs you would tell an recent immigrant to be aware of?

The trainer should introduce the questions by stressing that we are doing this not to indicate that any one way of doing things or being is better than another, but rather to prepare ourselves to advocate for immigrants and to help recent immigrants better survive and succeed in what may be a strange environment. Leaders should understand the values of the dominant group in North American society in order to know what the recent immigrant is up against and consequently, successfully prepare recent immigrants for living in the North American culture.

- B. Each group has 20 minutes to prepare its list.
- C. The small groups then meet together as one large group. Each group is then invited to present a report of their work to the large group. One of the trainers should write down the information on butcher paper and hang it for all to see.
- D. The lead trainer then asks for comments and discussion. She should encourage the group to identify common elements in the reports.
- E. Results of the Initial Group of Participants: The initial group of participants identified the importance of English, advantages women may find in the U.S. over some other countries, the discrimination that exists alongside the possibility of being a "material" success, and debated whether everything in the U.S. was approached in a business-like manner including marriage, work etc. Some others that we've heard include: North Americans are very paper oriented, children are permitted to do what they want, there is no respect for elders, and North Americans are very time conscious. The discussion will probably be very animated. The group may also wish to contrast the values of their home with those of the United States - family importance, heart v. business. It is important to let the discussion go, people do not need to agree. Stress no right or wrong answers. Everyone's point of view is important.
- F. The trainer may wish to point out that anytime we list values or traits, we tend to stereotype. What is important is to know what the traits may be, so that we can adapt and use them to our advantage as leaders promoting change for and advocating on behalf of the immigrant community. The trainer may wish to stress that everyone is different and these are really generalizations.
- G. The trainer should conclude by working with the group to develop a list entitled: What would we tell someone just arriving in the U.S. - the basic survival rules. The trainer should stress that one reason for doing this is that some of them will be leading groups on this topic.

H. The initial group of participants said: (1) prepare oneself, (2) know the customs (those items mentioned earlier, but especially get things in writing and understand them), (3) get a library card (lot of things in Spanish that can help), (4) know where you can get legal help, (5) know the rules that you have to follow, (6) give yourself time to gradually get oriented to life here in the United States, (7) always keep your papers - rent receipts, utility bills etc. - you never know when they will be helpful.

If all of the above responses are not elicited, add them at the end of the discussion.

I. In the closure to this part, it is important to indicate that we did this because they are leaders. An effective leader is able to share information about the society in which he/she lives. This allows people to adapt or cope with cultural differences and expectations more easily and prevents them from making mistakes. This activity also provides the leaders with a model for explaining these differences to new immigrants. The purpose of this exercise is not to encourage immigrants to assimilate or indicate which customs are better or best, but to learn from and use these customs to their advantage as leaders.

V. Additional Details of the Leadership Training Project (Final Business) (15 minutes)

A. Goals of the training

1. Develop more immigrant leadership especially on issues affecting immigrant communities (such as schools, bilingual education, immigration, naturalization, voting, and etc...).
2. Help interested immigrants become citizens of the U.S. This will increase the immigrants' voting power.
3. Encourage more immigrants to become involved in mainstream political life and participate more in democratic institutions.
4. Help immigrants become more informed about their rights (such as the right to an education and their Constitutional rights when confronted by the Immigration and Naturalization Service) and responsibilities.
5. Train the lay advocates to be able to reach out to others in the immigrant community to help inform the immigrant community-at-large about their rights and responsibilities, naturalization, voting, and how to become involved in civic and democratic institutions.

B. The trainer should review what needs to be done during the training

1. Be on time

2. Active participation
3. Do homework. (This would be a good time to announce whatever the homework is for the next session.)
4. You may wish to ask the participants to be attentive to U.S. customs and values and see if anything we reviewed this week really happened during their week or inquire of their friends if they have any stories.

C. Outreach after the training

1. After the training is concluded, each participant must do 1-2 outreach meetings a month (six to nine months). Can do them in pairs. Can be anywhere, house, work, school, etc... Can do them on any subject (naturalization, group processing, combatting the anti-immigrant sentiment) but we must plan them and do the outreach necessary for them. This will be reviewed in the final training session.
2. Must keep track of where you go and how many people in attendance at each outreach event.
3. There will be a lot of information presented during the workshops. You don't have to remember it all or take it all down. However we do ask you to take a very active interest in at least one or two topics so that you can learn them well and become a real resource to the community.

D. Lay advocates' commitment for the training

1. Discuss stipends and contracts. (We strongly suggest that your agency offer these to help the program be more of a success. See Appendix Intro-D.)
2. Stress that the lay leaders cannot miss more than one session. They are expected to arrive on time and stay until the training is finished. Since this is a participatory training anyone who misses a session, or is late or leaves early will be letting down his or her teammates. Each session has a lot to cover, so we must always start on time.

VI. Homework: Read Appendix 2-A

UNIT 2

NATURALIZATION AND GROUP PROCESSING

Purpose:

This session is designed to do the following:

- (1) To present the requirements for naturalization;
- (2) To prepare the lay leaders to serve as assistants helping with group processing sessions of naturalization applications and to help educate others about the legal requirements for naturalization; and
- (3) To help the lay leaders work with applicants to identify the factors they should consider in deciding whether to naturalize or not.

Time: Approximately 3 hours and 55 minutes (not including a 15 minute break and 10 minute evaluation session).

Agenda:

Introduction and Overview of the Agenda (5 Minutes)
Introduction of Advocates - Optional Ice Breaker Exercise (10 Minutes)
Presentation on the Legal Requirements for Naturalization (2 Hours)
Considerations When Naturalizing (50 Minutes)
How to Help with Group Processing Sessions of Naturalization Applications (45 Minutes)
Homework (5 Minutes)

I. Introduction and Overview of the Agenda: (5 Minutes)

The trainer should briefly review the agenda, commenting that it is a full agenda and we will have to work quickly and efficiently in order to complete it. Also, the trainer should review the purpose of the Unit, commenting that there is a lot of material; however, they are not expected to learn it all. Rather, they should have a general idea of the naturalization requirements and process.

II. Introduction of the Lay Advocates - Optional Ice Breaker Exercise: (10 Minutes)

Each advocate should introduce him/herself to the group. Additionally, she should say where she is from, why she is interested in the training, and what she hopes to learn during the training.

III. Lecture - Legal Requirements for Naturalization: (2 Hours)

A. As preparation for this lecture, the trainer should have already prepared a list of the basic requirements for display on an overhead, a chalkboard, or butcher paper. Additionally, the

advocates should each be given a note taking guide in their native language which lists the basic requirements. (See Appendices 1-A, 1-B). The basic requirements are as follows¹:

1. Lawful permanent residence.
2. At least 18 years old.
3. Continuous residence in the U.S. as a lawful permanent resident for the five years before applying for naturalization.
4. Physical presence in the U.S. for at least half the five year residence requirement.
5. Good moral character.
6. Be able to pass a fairly simple test in English.
7. Be able to pass a fairly simple test in U.S. history and government.
8. Take an oath of allegiance to the U.S.

B. Warning to Advocates: Explain to the advocates that although you are going to go over the general requirements for naturalization, they will not become immediate experts. Thus, they shouldn't hold themselves out as experts. We will provide enough information so that they will be able to help with the group processing of naturalization applications and give general information while under supervision of an attorney or other immigration law expert. But most importantly, all the advocates should be able to recognize a possible "problem" case; that is, a case where the applicant could have legal problems.

C. It is usually best to first quickly review the list of the eight basic requirements that a lawful permanent resident must meet in order to become a U.S. citizen and then go back over them one by one, so the details can be explained.

1. One good teaching strategy, especially if one or several of the participants have gone through the process of applying for naturalization, is to ask if anyone knows any of the requirements. The trainer might also ask one of the participants to describe the process he or she went through. The personal experiences of previous applicants can help calm fears about the English and History Exam.

2. The trainer may wish to add the following as well:

a. Lay advocates may wish to take notes on the outline which has been provided (See Appendices 1-A, 1-B).

b. One key point is to be able to identify applicants who need to seek "expert" help from either a community agency or a lawyer.

c. Another key teaching point is to constantly reinforce that the trainers do not wish any applicants to be deported because of information they supplied on their naturalization applications when they should not have applied. As will be discussed in detail later during the

¹ For a very detailed description of the requirements, agencies may purchase the Immigrant Legal Resource Center's manual entitled Naturalization: A Guide for Legal Practitioners and Other Community Advocates.

session, someone applying for naturalization could end up being denied naturalization, put in removal proceedings, have her green card taken away, and be deported. Thus helping someone figure out whether or not she should apply for naturalization is an extremely important decision.

d. The lay advocates must recognize the "Red Flags" or Danger Issues so that they can refer these potential applicants to community agency experts or lawyers. If the Immigration and Naturalization Service (INS) finds out that an applicant for naturalization is deportable, or for some reason was not really eligible for her green card even though she still got it, the INS could deny the naturalization application, take away the applicant's green card, and place her in removal proceedings to try and deport her. Except for people who have been convicted of certain crimes, the person should not be arrested at the naturalization interview. All applicants would be able to have a hearing in front of a judge if the INS tried to deport them.

To avoid increased risks, please make sure to refer applicants to an experienced attorney or community agency if the applicant **might** fall into one of the categories listed below. The applicant may have no problems, or may have problems with the naturalization application but not be in danger of losing her green card. But, because the risks are so high, anyone who falls within any of these categories must check with an expert in immigration law before applying for naturalization.

1. Anyone who has been arrested for, convicted of, or admitted to having committed any crime.
2. Anyone who was absent from the U.S. for more than six months at a time.
3. Anyone who claimed she was a U.S. citizen but was not.
4. Anyone who moved to live in another country while still a permanent resident of the U.S.
5. Anyone who has ever been ordered deported or is now in deportation or removal proceedings.
6. Anyone who committed fraud or lied to get his green card or other immigration benefit.
7. Anyone who is now on probation or parole for having been convicted of a crime.
8. Anyone who has helped smuggle someone into the U.S., even if it was a relative.
9. Anyone who has violated a protection order which was issued by a court to protect against violent or threatening acts of domestic violence.
10. Anyone who is or has been an habitual drunkard, drug addict or drug abuser.
11. Anyone who committed fraud to receive or continue to receive welfare or other public benefits.
12. Anyone who did not pay his taxes.
13. Anyone who has not paid child support.
14. Anyone who has been involved in polygamy or prostitution.
15. Anyone who illegally voted in an election.

The Legal Requirements

1. Lawful Permanent Residence:

a. The applicant must presently be a lawful permanent resident (LPR); that is, s/he must have a green card. They are no longer green but can also be white, light blue, or pink.

b. The green card must be valid, which means that it was not obtained fraudulently. Some people may have lied to get their green cards (amnesty, agricultural workers, second preference petitions, or others). If this lie is discovered during the naturalization application process, the person could be denied naturalization, placed in removal proceedings, and deported.

WARNING: IF YOU KNOW ANYONE THAT IS APPLYING FOR NATURALIZATION WHO WASN'T REALLY ELIGIBLE FOR A GREEN CARD, SHE SHOULD BE TOLD ABOUT THE RISKS AND REFERRED TO A LAWYER OR COMMUNITY AGENCY IMMEDIATELY. IT MAY BE BEST IF SOMEONE IN SUCH A SITUATION NOT APPLY FOR NATURALIZATION BECAUSE OF THE RISK INVOLVED.

Example: Graciela got married in 1985. In 1986 her father filed a visa petition on her behalf as his unmarried daughter. In 1989 she immigrated to the U.S. as the unmarried daughter of a LPR even though she was actually married. When she applied for naturalization in 1994, the INS discovered that she was not eligible for her green card in 1989 because she was married at that time. The INS placed her in removal proceedings to try to deport her.

c. The LPR must not have abandoned her U.S. residence at any time. If an LPR left the U.S. to live in another country and intended to stop living in the U.S. (i.e., abandon her residence), the INS may place her in removal proceedings to determine if she did indeed abandon her residence. If a judge decides the applicant did indeed abandon her residence, then the judge could take away her green card and deport her. This is a very serious situation. Although the INS may get suspicious about any absences of six months or more and especially about absences of one year or more, the length of the absence is not the only significant issue. Additionally, all absences from the U.S. must be reported on the naturalization application. Although many people live in another country and return to the U.S. once a year, this is not enough. **It is not sufficient for abandonment purposes to live in another country and merely return to the U.S. for a one or two month visit every year.**

Example: After receiving his green card, Sur left the U.S. to live in Korea permanently and run the family business. Every year Sur would return to the U.S. for a month vacation. Now, after having been a LPR for over five years, Sur wants to naturalize. If the INS finds out about his absences and the fact that he's been living in Korea, they could deny his naturalization application, place him in removal proceedings, try to take away his green card, and try to deport him from the U.S.

Example: Yet if Sur had merely returned to Korea after getting his green card for a ten month visit to help start a company while keeping his apartment, clothes, and work in the U.S., the INS would have a much more difficult time trying to deport him for having "abandoned" his residence.

d. The LPR must not be deportable or removable. If the LPR has received a final order of deportation or is presently in removal proceedings, she cannot naturalize until she cleans up the situation. Additionally, if she has committed an act making her deportable, she may have to divulge this during the application process. She could be placed in removal proceedings, possibly

get her green card taken away, and possibly be actually deported. The most common grounds of deportation are also discussed on Part 7 of the N-400, Naturalization Application. The most common grounds must be reviewed with the advocates until they understand them. Some of the most common ones include:

- * Certain crimes;
- * Alien smuggling; and
- * Entry without inspection.

Example: While applying for naturalization, the INS discovered that Sarah had been convicted of selling a small amount of drugs. The INS can deny her naturalization application and start removal/deportation proceedings against her.

2. 18 years or Older

- a. All applicants for naturalization must be at least 18 years old.
- b. Sometimes U.S. citizens can apply for naturalization for their minor children who are LPRs and sometimes minor children who are LPRs automatically became U.S. citizens when their parents naturalized through derivation of citizenship.

3. Continuous Residence as a LPR in the U.S. for Five Years (applicants actually can submit their applications three months before they are eligible)

Example: Gustavo became a permanent resident in November 1996. He is eligible to naturalize in November 2001 but he can submit his application in August 2001.

a. Exceptions to the residence rules:

- * A person who has honorably served in the military for three years will not be required to have lived in the United States for the last five years.
- * A LPR has to have only three years of continuous residence if she has been married to a U.S. citizen for that entire three years, has been living with that U.S. citizen for at least three years, and the U.S. citizen has been a citizen for at least three years.
- * A minor LPR child whose parents are applying for him does not need any continuous residence.

b. Absences can affect the continuous residence rule. (See Appendices 2-A, 2-B). If the applicant was absent from the U.S. for a year or more at a time, the absence will break the continuous residence and the applicant will have to wait to apply for naturalization. Of course, the applicant could also be deportable for having abandoned her residence if she did move to live in another country. Thus, please stress that everyone who has an absence of six months or more, or ever left the U.S. to live in another country while a permanent resident must see an expert for

more advice. One of our most important tasks is to make sure people do not submit an application for naturalization that will lead the INS to seek his/her deportation.

Please Note: The difference between abandonment and breaking the continuous residence is often hard to understand and explain to advocates. If they don't understand the difference, it is usually best to just get the idea across that any applicant who has an absence of six months or more at one time or who left the U.S. to live in another country must be referred to an expert attorney or community agency for specialized attention.

4. Physical Presence in the U.S. for at Least Half of the Five Year Period

a. An applicant must have been actually physically present in the U.S. for at least half of the five year residence period; that is a total of at least two and a half years or 30 out of the last 60 months.

Example: Gila became a LPR six years ago. She wants to apply for naturalization but during each of the last five years she left the U.S. for seven months to go on vacation. Gila has only been physically present in the U.S. for 25 of the last 60 months and thus will not qualify for naturalization. She'll have to wait until she accumulates more time in the U.S. and then she can apply.

b. Exceptions:

* If the applicant is married to a U.S. citizen, she only needs to be physically present for half of the three year period; that is only one and a half years or 18 out of the 36 months.

* Unmarried LPR children under 18 years of age, who reside with their U.S. citizen parents who are applying for them, do not need any physical presence in the U.S.

c. The INS will add up all of the absences which are noted on the application to see if they add up to more than two and a half years (one and a half years if married to a U.S. citizen), and if they do, the applicant will have to wait to apply for naturalization.

5. Good Moral Character for the Five Year Period Prior to Applying for Naturalization (GMC) (See Appendices 3-A, 3-B)

a. The trainer should begin by asking the participants some examples of what might show that a person does not have good moral character. The trainer should use the common sense notions given by the participants to explain there are certain bars to good moral character.

b. Most people don't have to worry about GMC. Usually it means that someone will have problems showing good moral character if he has committed certain crimes such as certain violent crimes, murder, rape, child molestation, drug crimes, stealing, fraud crimes and others that show one is dishonest. These crimes can be a problem even if he wasn't convicted of them; just admitting them can be enough to disqualify one from becoming a citizen. If one has sold drugs she doesn't even have to be convicted of it nor even ever admitted it. The INS can deny an

application merely if it has reason to believe the applicant has sold drugs. **Thus, anyone who has ever been arrested should seek immediate expert advice before applying for naturalization.**

PLEASE REMEMBER THAT THE INS WILL HAVE AN APPLICANT'S FINGERPRINT AND FBI CRIMINAL HISTORY. THUS, THE INS WILL HAVE A RECORD OF ALL THE TIMES THE APPLICANT HAS BEEN ARRESTED FOR ANY CRIME. CRIMES DO NOT GET ERASED OR DISAPPEAR EVER!

Other activities can affect one's application like:

- making a living off of gambling or being involved in prostitution;
- being a drunk all the time;
- coming to the United States to have more than one spouse at a time;
- failing to serve in the U.S. military if one was called to serve;
- failing to register for the draft if you were supposed to;
- lying or committing fraud to get immigration benefits; helping people, even relatives cross the border illegally;
- having a deportation order against one when applying for naturalization;
- being on probation or parole for a crime when applying for naturalization;
- not paying your taxes;
- failing to pay child support;
- voting in an election when your were not legally allowed to;
- falsely claiming to be a U.S. citizen;
- lying or committing fraud to get welfare;
- violating a domestic violence restraining order; and
- being involved in certain political activities within the last ten years before applying for naturalization like being a part of the Communist Party, or advocating on behalf of totalitarianism or anarchy.

c. If anyone falls within any of these categories, please help this person contact a lawyer or community agency with expertise in immigration law **before** applying for naturalization. Some of these activities, especially committing any type of crime or helping anyone enter the U.S. illegally, could cause serious problems for one's application, or possibly even cause the applicant to be deported and lose her green card. On the other hand, in some instances these activities might not be much of a problem because one might be able to explain them, or be able to get a pardon or get one's criminal record erased.

d. *Discuss the Selective Service requirements in your jurisdiction. In most INS jurisdictions it is as follows:* Since 1980, men between the ages of 18 and 26 are required to register with the **Selective Service** (the "Draft"). Yet any male who entered the U.S. after the age of 26 is not required to have registered. All INS districts probably have a policy of denying naturalization to men between 26-31 who knowingly and willfully did not register with the Selective Service when they were required to do so. Yet, if an applicant failed to register because he did not know he had to register, the INS should not deny his naturalization application based on the failure to register. Men between 18 and 26 who have not registered are usually given the opportunity to

register before naturalization is denied. Anyone who did not register, but should have, must see an expert in immigration law before applying to help him qualify for naturalization.

e. Discuss the rules in your jurisdiction concerning how the local INS handles drunk driving convictions. Some important information might include the following: A conviction for drunk driving or driving under the influence of alcohol can affect a naturalization case depending on the sentence the applicant receives and how many convictions he has. Usually, if the applicant only has one conviction and he has completed probation for the conviction, he should not have any trouble naturalizing. If, however, he is still on probation at the time of his naturalization interview, he has served 180 days or more in jail for the crime, or he has been convicted of drunk driving several times and could be considered a habitual drunkard, and the INS might deny his application. Furthermore, if he was **sentenced to a year or more in jail** for drunk driving or driving under the influence, the INS could deny his application and possibly even try to place him in removal proceedings.

f. Sometimes it may help to show the INS some of the good things an applicant has done such as: having a steady job, being an active member in a church, being devoted to one's family, and volunteering in one's community.

6. Pass a Fairly Simple Test of English

a. An applicant must be able to have a fairly simple conversation in English and be able to write a sentence in English.

b. This will usually be tested during the interview one has with the INS. Generally they'll expect the applicant to be able to answer the questions on the application in English.

c. Exceptions: Anyone who, at the time of applying for naturalization, is over 50 years old and has been a LPR for at least 20 years, or who, at the time of applying for naturalization is over 55 years old and has been a LPR for at least 15 years at the time of applying for naturalization, or is unable to comply with the English requirement because he has a physical or developmental disability or a mental impairment, doesn't have to speak English during the interview. People in these categories can have a translator during the interview.

Example: John was born with mental retardation which makes it impossible to learn English. John does not need to pass the English requirement for naturalization.

d. The trainer should tell advocates to encourage naturalization applicants to take an English class (if the applicants do not already speak English) and a citizenship class before their naturalization interviews. This will provide a confidence booster for the applicants and aid them in passing the exam.

7. Pass a Test on U.S. History and Government

- a. Generally, this is tested during the naturalization interview.
- b. There are also some exceptions for a few categories of people who do not even have to take the U.S. history and government test. Anyone who is unable to pass a test of history and government of the U.S. because of physical or development disability or mental impairment does not have to take the test. Additionally, the INS is supposed to give "special consideration" concerning the test for anyone over 65 years old and has been living in the U.S. as a lawful permanent resident for at least 20 years. The INS has twenty-five questions on history and civics, which will be used for this age group. See Appendices 4-A and 4-B for the list of ten questions in English and Spanish.
- c. The trainer should distribute a list of the 100 questions and answers which the U.S. history and government test covers. See Appendices 5-A and 5-B for these questions and answers.

8. Take an oath of allegiance to the U.S.

- a. Done at naturalization swearing in ceremony or immediately after the interview in some cases.
- b. Not a U.S. citizen unless sworn in.
- c. U.S. doesn't require that one give up one's other citizenship. A U.S. citizen can keep other citizenship if the other country allows her to do so.

D. The Red Flag or Danger Area List: All advocates must be trained so that anyone they know who might fall within any of these "Red Flag" or "Danger" areas must be directed to a community agency or trusted lawyer with expertise in immigration law. It is too risky for someone falling within one of these areas to apply for naturalization without expert advice. Applicants falling into some of these categories could lose their green cards and be deported. Yet, it also is important not to discourage anyone in these categories from applying for naturalization until she or he gets the advice of an expert in naturalization such as a paralegal or a lawyer. *Please review the Redflags with the group very quickly again and make sure they know and understand them.*

The Naturalization Application Process

1. Complete the N-400, Application for Naturalization. (See Appendices 6-A and 6-B for English and Spanish versions of the N-400). Submit it to the INS with two photos, a \$250.00 money order payable to the "INS", and any other documents which are necessary. Of course anything sent to the INS must be sent certified mail and "return receipt requested." Copies of everything should be maintained by the applicant in a file for future reference.

2. The INS interview will take place several months after submitting the naturalization application. In San Francisco the wait is from 9 to 18 months.² If applicants don't already have enough English skills to pass the English and U.S. history and government exam then they should either wait to apply for naturalization until they do have such skills or enroll in a class to help them acquire the necessary skills.

3. The swearing in ceremony will take place sometime after the naturalization interview if the application is granted. In San Francisco, for instance, the swearing in ceremony will take place approximately one to four months after the interview.

IV. Considerations For and Against Naturalizing: (1 Hour)

A. This is a small group exercise, yet only one trainer will be necessary for the entire exercise. The purpose of this exercise is to allow the small groups the opportunity to meet and discuss the considerations one would take into account when deciding whether or not to naturalize. (See Appendices 7-A and 7-B for a sample list of considerations). Then the small groups will report their findings to the larger group and a discussion will follow.

B. The timing of this exercise is as follows:

1. Small groups - 20 minutes
2. Reports to the large group - 20 minutes (This leaves about 7 minutes for each group's report.)
3. Large group discussion about the reports - 20 minutes

C. Divide the participants into groups of three or four people. In giving the directions, the trainer should stress that the group work is not a competition and there are not any right or wrong answers. The purpose is to help all of us think about what people may be considering when they try to determine whether they wish to become U.S. citizens or not.

D. First, ask each group to answer the following questions (Write these questions on the chalkboard or butcher paper so everyone can see them while they work in their small groups):

- * What would you or a member of your community consider when deciding whether or not to become a U.S. citizen?
- * What concerns might you or someone in your community have about becoming a U.S. citizen?
- * What are the benefits to becoming a U.S. citizen, the disadvantages?

Second, each group should be given a piece of butcher paper on which to place their answers. They should be asked to indicate if these answers present considerations in favor of or against naturalization or if a particular answer might be favorable in some cases and against in other cases. A person from each group should present the list to the large group. As they are reported they should be posted for all to see. The group should have the opportunity to comment on the

² The trainers should be aware of how long the wait is in their area.

similarities and differences. Maybe some items will appear both as a reason for applying for naturalization and as a reason for not applying, or as a fear in becoming a U.S. citizen.

Tell the group that there are no right or wrong answers. One person may find a reason for becoming a U.S. citizen that another finds a reason not to.

E. Call the advocates back into the large group. Have each small group present their answers to the larger group.

F. Lead a discussion of the similarities and differences between the groups. Have them discuss how to explain these considerations to the community. Some key considerations that the lead trainer may want to make sure the groups have thought about include the following ideas:

* As a U.S. citizen, a person may not be deported from the U.S. or be excluded when she reenters the U.S. from a foreign country.

* As a U.S. citizen, a person may vote not only in national elections, but also in state, local, and school board elections. The trainers may wish to allow the participants to speak about the anti-immigrant rhetoric, experiences, and hysteria that is occurring. The trainers could point out that by becoming U.S. citizens and being able to vote, people are better able to combat these anti-immigrant myths.

* As a U.S. citizen, a person if of a certain age, may be required to serve in the armed forces if there is a war.

* Depending on the laws of the country from which the person originally came, she may lose that citizenship by becoming a U.S. citizen or another country may restrict the property that a noncitizen may own.

* Generally one's lawful permanent resident unmarried children under 18 years of age will become U.S. citizens, when the parents become U.S. citizens.

* U.S. citizens may leave and re-enter the U.S. as they wish. U.S. citizens can not be denied permission to reenter the United States. Lawful permanent residents who try to reenter the United States after an extended stay outside of the United States may lose their resident status unless they are able to prove that they did not abandon their U.S. residence.

* Only a citizen can hold public office, as a city council member or on a school board.

* A U.S. citizen may petition for more family members to enter the U.S. legally than a lawful permanent resident can and the waiting list for relatives of U.S. citizens is usually shorter than for relatives of lawful permanent residents.

* It may be scary or difficult to prepare for the English and U.S. history and government exam.

* If the United States ever goes to war against one's country of birth, it may be difficult to decide what one would do.

* Some government and civil service jobs are only available to U.S. citizens.

* Increasingly, the U.S. Congress is trying to limit eligibility for certain public benefit programs to U.S. citizens.

If there isn't much discussion, it may be helpful for the trainer to introduce these ideas to help stimulate some discussion.

V. How to Help with Group Processing Sessions of Naturalization Applications: (45 Minutes)

A. The trainer should take the opportunity to introduce the lay advocates to whatever type of group processing or other naturalization workshops with which the trainer works. The idea behind this section of the training is to start the advocates with an introduction to naturalization workshops so that they'll be able to help as volunteers in the workshops as soon as the training program is over.

B. The trainer should provide an agenda of the process they use for the workshops and give specific information on how they wish the lay advocates to help them.

C. The trainer should review with the advocates what happens at each step of the workshop and how the advocates can actually help during it.

At the ILRC, we advocate a three session process. The first session consists of a group discussion to help the potential applicants consider why they may want or not want to naturalize. During this session the agency reviews the legal requirements and makes sure that the applicants who wish to naturalize meet the basic requirements. It is no use wasting a person's time coming to a second session if he obviously does not qualify for citizenship. If an applicant wishes to continue, the agency staff and volunteers give him a N-400 form in his native language to take home and a list of documents to gather. Volunteers ask the applicants to fill out the form before the second session and gather whatever documents are necessary for the application, two photos, and bring a money order for the INS fee and money for the organization's processing fee.

At the second workshop staff and volunteers review the forms with the applicants. First, the review is in a group and then an experienced paralegal or lawyer does a quick individual review. Staff checks carefully for any of the "Red Flags" or "Danger Points" which can get the applicants in trouble. Some of these danger points include:

1. Anyone who has been arrested for, convicted of, or admitted to having committed any crime.
2. Anyone who was absent from the U.S. for more than six months at a time.
3. Anyone who claimed she was a U.S. citizen but was not.
4. Anyone who moved to live in another country while still a permanent resident of the U.S.
5. Anyone who has ever been ordered deported or is now in deportation or removal proceedings.

6. Anyone who committed fraud or lied to get his green card or other immigration benefit.
7. Anyone who is now on probation or parole for having been convicted of a crime.
8. Anyone who has helped smuggle someone into the U.S., even if it was a relative.
9. Anyone who has violated a protection order which was issued by a court to protect against violent or threatening acts of domestic violence.
10. Anyone who is or has been an habitual drunkard, drug addict or drug abuser.
11. Anyone who committed fraud to receive or continue to receive welfare or other public benefits.
12. Anyone who did not pay his taxes.
13. Anyone who has not paid child support.
14. Anyone who has been involved in polygamy or prostitution.
15. Anyone who illegally voted in an election.

By reviewing the Red Flags with applicants, the agency will be able to discourage someone from applying for naturalization who should not because the applicant may be at risk of being placed in deportation proceedings. After the Red Flag review, applicants will transfer the information on the draft N-400 to an English N-400 Form, and put the photos, money order and any other necessary documents into an envelope for mailing. Some agencies can provide a copier to make copies for the applicants' file during the session so the application can be sent by certified mail with a return receipt requested by the end of the session.

People who do have problems with their applications because of crimes or another "Red Flag" area, then have an individual meeting with a paralegal or lawyer for a more thorough review.

The third session is a review of the INS interview. Usually this takes place many months after filing the application. It should be set up a month or two prior to the time of the interview. Thus if in your jurisdiction it takes 10 months to get an interview, the third session should be scheduled about 8 - 9 months after filing the application.

During the third session, the legal worker or a volunteer (lay advocate) who has gone through an interview reviews what happens at the INS and during the interview. Then role plays are demonstrated showing a mock interview for everyone to see.

d. There are many ways in which the lay advocates can help with the workshops. Some of these include:

1. During the first session:

- * Review with the group at large the things one considers when applying for naturalization.
- * Explain the availability of English and civics classes which can help people prepare for the English and U.S. history and government exams.
- * Help with registration of the applicants.
- * Help answer questions.

2. During the second session:

- * Help people who can't read or write complete the application.
- * Help review the applications and fill out parts which are not yet entirely complete.
- * Help identify possible problem cases (the "Red Flag" or "Danger Issues").
- * Help people organize and copy any documents which are necessary.
- * Help people with the certified mail and return request receipt forms.

3. During the third session:

- * Participate in a role play of a naturalization interview.
- * For those advocates who have applied for naturalization and been through the interview process, they can explain the interview to the group of applicants and tell them what to expect.

Each agency should tailor its process to its particular situation. The Immigrant Legal Resource Center may be contacted directly if you wish to order a copy of their Group Processing of Naturalization Applicants Manual. Additionally, the National Association of Latino Elected and Appointed Officials (NALEO) has developed a very successful workshop model. You can contact their office in Los Angeles, California for more information about their model.

VI. Homework: (5 minutes)

A. Tell the advocates to take home the naturalization application form (N-400) (Appendices 6-A, 6-B) and try to fill it out for themselves so they can practice completing N-400's. For any of the advocates who are not lawful permanent residents, they should pretend that they are, make up an alien registration number, and place it in the box on the application. The applications will be reviewed at the beginning of the next workshop. As the advocates are completing the applications, they should pay attention to the areas that they find difficult and intrusive so that at the next session, the group will strategize ways to help people feel more comfortable with those sections and understand what and why those questions are being asked.

B. Prepare a 5 - 10 minute talk listing the basic naturalization requirements. Tell the advocates not to go into any detail. It's an exercise in learning how to repeat to an audience the most basic requirements. The trainer should model of such a talk during this session so the participants understand what needs to be done. Also, point out to the participants the basic naturalization requirements which are listed in Appendix 1.

UNIT 3

REVIEW OF THE N-400, NATURALIZATION APPLICATION

Purpose:

This session is designed to review the N-400, Naturalization Application, with the lay leaders so they can feel more at ease when helping others complete the application. As homework they should have all completed an application for themselves. During this review of the homework assignment, the leaders will have the opportunity to discuss the difficult and/or confusing parts of the application and figure out ways to help others complete it more easily.

Time: Approximately 50 Minutes

1. **Review the Agenda, the Discussion, and its Purpose** (5 minutes)
2. **Quick Summary Review of the Major Legal Requirements for Naturalization** (10 minutes)

* Briefly (for five minutes or less) Review with the Class the Major Legal Requirements for Naturalization. **Note:** This is not a time to get into the details about any of these requirements because the class should have reviewed them during Unit 2 at a prior training session. If there are still questions, discuss them at break or another time if you don't have time during this session. The major legal requirements to review are:

- Lawful permanent residence
- Living in the U.S. continuously for at least five years (unless married to a U.S. citizen, then the rule is three years)
- Physical presence in the U.S. for at least half of the five year period (half of the three year period if married to a U.S. citizen)
- At least 18 years old
- Good moral character
- Some knowledge of the English language;
- Some knowledge of U.S. government and history; and
- Take a loyalty oath

* Explain to the lay advocates that each question on the application relates to a legal requirement and therefore it is very important to be familiar with the requirements prior to completing the application. Explain that prior to completing each question on the application (and on any application for that matter) they must think about why the question is being asked.

3. **Discussion:** Starting with Part 1 of the N-400 (Appendices 6-A, 6-B) Naturalization Application, which the lay leaders filled out for homework, and continuing with each of the 13 other parts of the application (14 parts in total) ask the lay leaders if they have any questions, comments, or other input about the questions on the application form. This will give the advocates and trainers some idea of what areas of the form need the most attention when helping

people from the community complete their own applications. This process will help the advocates and trainers anticipate the difficulties applicants will have when completing the applications. (35 Minutes)

Since time is limited in this discussion, you should not review the form question by question, but instead do it "part" by "part". Nor should you spend any time on parts of the application about which no lay leader has any questions or comments.

While reviewing the parts of the application about which the lay leaders have questions, please remind them that the questions on the application all relate to the applicant's eligibility. Thus, all the questions are in some way related to the legal requirements for naturalization and should be answered with this in mind. It is important that the leaders become familiar enough with the application to be able to help others complete it.

Below are some sample questions the advocates have had about the N-400 during other trainings and the suggested answers to those questions:

a. Questions and/or problems relating to Part 1 of the application

* What name should I put? What if my green card says my maiden name but I want my married name to be on my naturalization papers?

(Answer: Although each INS office may have different policies on this issue, generally the rule is that in Part 1 you should write the name that you want to appear on your naturalization certificate. Advocates and volunteers should check the policy about how to write the name in Part 1 of the application with the INS office in their jurisdiction. In Part 3 there is a box where you can write the name as it appears on your green card. An applicant can file for a legal name change when she applies for naturalization by completing a form during her interview with the Immigration Service. She must, however, tell the Immigration Examiner during the naturalization interview that she wants to change her name and then it can be officially change at the time of the oath ceremony.)

* Why is there a line under mailing address for "Care Of?"

(Answer: If someone moves a lot or doesn't trust that he'll get important letters at his address, he may want to get important letters sent to the address of a relative who doesn't move and has a safe mail box. Also, in some rural areas, the post office does not deliver to some street addresses, like at a labor camp.)

b. Questions and/or problems relating to Part 3 of the application

Information from the Green Card:

* Where can I find out the date and port of entry?

(Answer: *Show the participants a copies of both sides of a green card.* The date is written on the green card, usually under the letters ADJ/ADM. On newer green cards, it is written in reverse order (year, month, day) next to the three letter code for the port of entry. For example, SFR 901201 indicates that the person became a lawful permanent resident in San Francisco on December 1, 1990.)

English:

* How much English do I have to know in order to mark "Yes?"

(Answer: Most applicants can check "yes" if they can speak, read and write any English at all -- even a few words -- since perfect English is not what is required.)

Remember: Applicants who are over 50 and have had their green cards for 20 years, or over 55 with green cards for 15 years, do not have to show English skills, and can mark "No." An applicant should write in the space next to this question: I am ___ years old and I have been a lawful permanent resident for ___ years. Translator Requested. An applicant should also write TRANSLATOR REQUESTED, in red ink, at the top of the N-400. Also, anyone who because of a physical, mental or developmental disability is not able to speak, understand, or write English can check "No", and request a translator.

Absences:

Note: The list of absences is used to determine whether the applicant has met the physical presence and continuous residence requirements of naturalization, and to determine whether the applicant has ever abandoned her residence in the United States by having moved to live in another country while still a permanent resident of the U.S. Teachers should make sure each applicant has listed every trip she can remember -- and they can help applicants remember. An applicant should really try to get the best information that she can, but if she just can't remember exactly, that's okay; she only has to give information to the best of her knowledge. She should just write "about" or "approximately" in front of any approximate dates. In addition, if an applicant left the U.S. every year for short vacations it may be sufficient to write, for example, "One 2-week vacation to Guadalajara, Mexico every year from 1977-1992." If an applicant can't remember exactly, she can write "About 3 months," or "About 1973" and that may be sufficient. Teachers should help applicants translate words like "vacation" and "business" into English.

Please Note: Lay advocates and applicants must pay attention to the length and purpose of all absences listed on the application. If there are any absences which lasted six months or more, or any absences where an applicant moved to live in another country, the applicant must speak with an expert in immigration law before applying for naturalization to avoid possible deportation.

* Should I list absences from the U.S. even if they were for a short period of time, like a weekend? Should I also list an absence even if I went just across the border to Mexico or Canada?

(Answer: Yes. The question asks for all absences. The Immigration Service needs information about even short absences to determine if you meet the physical presence requirements. Also an absence counts even if you went to Mexico or Canada.)

* Should I list absences from the U.S. even if they occurred more than five years ago?

[Answer: Yes. The question asks about all absences since becoming a lawful permanent resident and, therefore, you should give all absences. The issue here relates to whether or not you may have abandoned your residence, and thus are ineligible for naturalization, could lose your green card, and be deported. If you have any absences of six months or longer (or ever abandoned your residence by having moved to another country) since you got your green card, you should see a lawyer or representative from a community agency before you apply for naturalization. This is very important.]

* How can I remember the dates of all my absences?

(Answer: Ask relatives, friends, co-workers; look in your passport; determine other events which occurred near the time when you left the U.S. such as holidays, birthdays, new jobs, the age of your children, summer vacation, etc. If you can't come up with exact dates, estimate the dates but don't forget to say on the application form itself that the dates are all "approximate." This question relates to abandonment of residence and the residence and physical presence requirements.)

c. Questions / Problems related to Part 4 of the application:

Note: The purpose of this section is to help the Immigration Service examiner determine whether the applicant has actually lived in the United States for the required length of time. The examiner will ask the applicant at her interview about any gaps in the information she provides here. Note that some of those gaps can be explained by absences she has listed in Part 3, but it is important not to give the impression that she abandoned her residence during those absences.

Residences: The applicant should list the addresses where he has lived for the last five years or for as long as he has been a lawful permanent resident (whichever is less). List the present address first and go back from there.

Employment: The applicant should list his employers for the last five years, with his present employer at the top, and go back from there. If the applicant does not have a job, he will be asked how he supports himself. If it seems apparent to the examiner at the interview that the applicant has been relying on public benefits, the applicant may have to show that he is in fact eligible for the benefits.

A homemaker or housewife can write "Homemaker" or "Housewife" on her application for her employment, and, during her interview, she may need to explain how she gets financial support. If an applicant is retired or disabled, s/he should indicate this fact and specify his or her last employment (if s/he had one) prior to being retired or disabled. This will show some connection to the workforce, and thus some positive equities for the applicant.

Please Note: The Immigration Service will look at Part 4 carefully to determine if there is any contradictory information listed. Lay advocates and applicants must examine these sections carefully as well to make sure the applicant does not have any contradictory information on his application. The INS could deny the application if there are contradictions on it.

d. Questions / Problems related to Part 5 of the application:

Note: The Immigration Service can use this information to determine whether a marriage that formed the basis of lawful permanent resident status (where gained by marriage to a U.S. citizen or lawful permanent resident) is valid. However, an applicant needs to fill it out even if she did not get her lawful permanent resident status through marriage. The applicant should fill in information about his SPOUSE here, not himself, using the spouse's married name. Where the question asks the immigration status of the spouse, she can write either "Alien" or "U.S. Citizen." The applicant must be prepared to provide the Immigration Service with the date of her marriage during the interview.

If an applicant has been married more than once, you can give her an additional sheet on which she can fill out the information about (each of) her previous marriage(s). Also, be careful of marriage fraud issues. Applicants should be warned that if they committed marriage fraud (i.e., if they got married to get their green cards), the INS could deny their naturalization applications and place the applicant in removal proceedings. Sometimes the INS could become suspicious if the application indicates that an applicant was married for a short period of time and the person became a permanent resident through his or her spouse.

Lastly, be careful of alien smuggling issues. If it appears that the applicant's child or spouse is in the U.S. illegally (that is, without papers), the Immigration Service could ask about whether or not the applicant helped his relative enter the U.S. illegally. One could be denied naturalization and even deported if s/he helped smuggle someone across the border illegally. This could mean one could be denied citizenship and deported even if s/he helped his or her spouse or children across the border illegally by sending money to pay a professional smuggler. There are waivers for this; thus if you come across any applicants with this problem please refer them to an immigration law expert.

If your spouse is undocumented, please write "Alien" in the box asking for immigration status of the spouse. If you write "undocumented alien" then the INS may be prompted to ask about how the spouse came to the U.S. and smuggling issues may come up.

e. Questions / Problems related to Part 6 of the application:

* Do I need to list my children who are married or over 18 years old? Do I need to list my children who live in Mexico?

(Answer: Yes. All children should be listed in this part, regardless of age, marital status, where they born, or where they presently live. Stepchildren, adopted children, and illegitimate children should all be included. Remember, you may want to apply for these children to immigrate to the U.S. in the future. If they aren't listed on your naturalization application the Immigration Service may have some doubts about whether or not they are really your children.)

* Do I need to list my children even though I didn't list them on my application for permanent residence?

(Answer: Yes. As stated in the previous question, all children should be listed on the application. If you didn't list your children on your permanent residence application, you should be ready to give a good reason as to why you didn't list them and you must see an immigration expert. Remember, you may want to apply for these children to immigrate to the U.S. in the future. If they aren't listed on your naturalization application the Immigration Service may have some doubts about whether or not they are really your children.)

f. Questions / Problems relating to Part 7 of the application

* In Question 15 of Part 7 do I have to say that I was arrested if I wasn't convicted of the crime? Do I have to say I was arrested if "everything was cleared up" and I just had to pay a fine?

(Answer: Yes. The question asks whether or not you have ever been arrested, thus you must list all arrests. The Immigration Service will have your criminal record and you shouldn't give the Immigration Service the impression you are lying on the N-400. The Immigration Service could deny your application if they think you are lying. This question relates to whether or not you have good moral character. The mere fact that you were arrested of certain drug related crimes or if you admitted to having committed certain crimes could be sufficient to deny your naturalization application. Remember, if you were ever arrested, the Immigration Service will discover the arrest, and therefore you must make sure to admit it on your naturalization application and see an immigration expert. You should also list if you were ever arrested by the INS, even if you left the U.S. under voluntary departure. People with certain types of criminal problems could be denied naturalization, placed in removal proceedings, and deported.)

* In Question 15 of Part 7 do I have to say that I was arrested or convicted of a crime if it happened eight years ago? I heard all crimes are automatically erased from my record after seven years.

(Answer: Yes, you have to write down all your arrests and convictions no matter when they occurred. Your criminal record does not automatically get erased after seven years, nor ever. It stays with you forever. All arrests and convictions can affect your case because they relate to whether or not you have good moral character. Remember, if you were ever arrested, the

Immigration Service will discover the arrest, and therefore you must make sure to admit it on your naturalization application and see an immigration expert. People with certain types of criminal problems could be denied naturalization, placed in removal proceedings, and deported.)

* What happens if I answer "Yes" to any of the questions in Part 7?

(Answer: You should see a lawyer or other worker from a community agency with expertise in immigration law before submitting your application to the Immigration Service. A "Yes" answer on some of these questions might mean not only that the Immigration Service will deny your naturalization application, but also the Immigration Service could place you in removal proceedings for having committed certain crimes - **no matter when they were committed or when you were convicted of them** - and they could try to take away your green card and deport you. This is very serious. Sometimes a lawyer or representative from a community agency can help you erase your criminal record for naturalization purposes.)

g. Questions and/or problems relating to Part 9 of the application

* I don't belong to any organizations. Why do they need to know this information?

(Answer: They need this information for two reasons. First, if you were or are a communist or ever belonged to a communist organization you could be ineligible for naturalization depending on how long ago you were a member and under what circumstances. Second, participation in organizations such as a church, labor union, the Red Cross, community agencies, schools, and others are positive activities which the Immigration Service could use to determine whether or not you have good moral character. Thus, if you were ever a member of any of these organizations you should list them because they might help your application. If you weren't ever a member of an organization, you should simply state "No" in response to this question.)

h. Questions / Problems relating to Parts 11 and 12 of the application

Part 11 -- Applicant's Signature: By signing the form, the applicant is indicating that the information provided and documents submitted are correct to the best of her knowledge. Knowingly providing false information is a ground for denying a naturalization application.

Remember, it is absolutely critical to make sure that people with red flag issues in their cases see a lawyer or other immigration expert from a community agency. Examples of possible problem cases include applicants who:

- have been arrested for, convicted of, or admitted to having committed any crime,
- are or have been habitual drunkards (i.e., someone with a drinking problem), drug addicts, or drug abusers,
- have committed fraud to receive welfare, have absences from the U.S. of six months or more while a permanent resident, or who have ever moved from the U.S. to live in another country while a permanent resident of the U.S.,
- are or were communists, have deportation orders entered against them or who are in removal proceedings,
- have failed to register for the Selective Service,

- have been involved in polygamy, prostitution, or alien smuggling,
- have given a false claim to U.S. citizenship,
- have lied to get any immigration benefits,
- have failed to pay child custody payments,
- voted in an election in the U.S. when they weren't allowed to,
- claimed to be a U.S. citizens without really being one, or
- have failed to file her income taxes.

4. **Conclusion** (3 minutes)

* Review the importance of identifying Red Flag issues and referring them to an expert in immigration law to help keep the individual from being deported.

UNIT 4

NATURALIZATION OUTREACH AND MEETINGS

Purpose:

This session is designed to teach the lay leaders how to do outreach and how to lead a meeting on naturalization. The steps for doing outreach and leading a meeting taught in this session are transferable to doing outreach and leading a meeting on almost any topic, not only naturalization.

Time:

Approximately three hours and 25 minutes if there is a ratio of six students or less per trainer. If there are more students per trainer, then this session will take considerably longer.

Agenda:

Introduction and Overview of Agenda (5 Minutes)
Lecture Reviewing Major Legal Requirements for Naturalization (5 Minutes)
Individual Work on Worksheets (10 Minutes)
Group Discussion on the Worksheets (25 Minutes)
Role Play "A" and Exercise (35 Minutes)
Role Play "B" and Exercise (35 Minutes)
Role Play "C" and Exercise (1 hour and 25 Minutes)
Homework Assignment (5 Minutes)

1. Introduction and Overview of Agenda: Quickly review the agenda for today's training and the purpose of the training. [5 minutes]
2. Group Discussion: Quick summary of the major requirements for naturalization that were presented during an earlier training session. Have students from the class list these. [7 minutes]
 - a. Must be a lawful permanent resident
 - b. Must live in the U.S. continuously for at least the last five years (three years if married to a U.S. citizen);
 - c. Must be physical present in the U.S. for at least half of the five year period (at least half of the three year period if married to a U.S. citizen);
 - d. Must be at least 18 years old;
 - e. Must have good moral character for the past five years (or three years if married to a U.S. citizen);
 - f. Must pass an English test;
 - g. Must pass a test on U.S. history and government;
 - h. Must take an oath of loyalty to the United States.

3. Worksheets on Outreach and Meetings: The trainer should give every lay advocate a copy of the worksheet found in Appendices 8-A, 8-B. Although there are copies of the worksheet in English and Spanish in the appendix, trainers would need to translate the worksheet to the native language of the lay advocates participating in the training. The lay advocates should spend 10 minutes trying to answer as many of the questions on the worksheets as possible. Please tell them to do the best they can and they do not need to answer all the questions if they don't have enough time. After 10 minutes, the trainer will lead a group discussion on each of the three issues raised in the worksheet. [10 minutes]

4. Group Discussion: The trainer should lead a group discussion on each of the three topics listed on the worksheet. [25 Minutes] The topics are as follows:

A. Why do we need to do outreach to the community about naturalization? [5 minutes]

Some possible answers include:

1. To explain to people they are eligible and have the right to apply;
2. To tell people they can get inexpensive help to apply;
3. To help people apply;
4. To explain to people why it is important to apply;
5. So that more people will be able to vote, which means more power for immigrant communities.

B. Where would we do this outreach and in what ways? [10 minutes]

Some possible answers include: (Write the answers the leaders come up with on butcher paper or a chalk board so everyone can see them. After the day's training, type up notes and distribute them to the leaders at the next training session.)

1. Meetings (at church, workplace, apartment building, home, community center, library, park, etc.);
2. At an established group;
3. Explain why some locations are better than others;
4. Radio, T.V., newspapers, and in flyers distributed in neighborhood;
5. Others?

C. If we wanted to have a meeting, how would we set it up? What would we do first? What would be the different steps we should take? [10 minutes]

Some possible answers include: (Write the answers the leaders come up on butcher paper or a chalk board so everyone can see them. After the day's training, type up notes and distribute them to the advocates at the next training session.)

1. Determine a location and topic;
2. Confirm a meeting place, any co-sponsors, and choose a date;

3. Get a commitment from some people to come to the meeting and ask them to invite others to come;
4. Follow-up on those people who committed to come by sending a reminder or calling to remind them to come;
5. Write up a flyer announcing the meeting;
6. Distribute the flyer, knock on doors, make announcements, etc;
7. Get speakers, write an agenda, and practice the presentation;
8. Confirm with speakers by mail or by phone before the presentation.

5. Role Play "A" and Exercise: How to convince somebody to host a meeting on naturalization (i.e., the introductory conversation): [35 minutes]

A. The trainer will first model the role play and then explain what s/he was doing during the role play.

B. Role Play "A" Summary: The trainer doing the role play should choose a student who can play the role of a priest, a school administrator, or an administrator at a community center, library, park or something like that. The trainer should explain to the students what role the other person in the role play is playing. The trainer should do the following during the role play:

- Start the role play by introducing herself to the priest (or whatever the role is which the other person is playing) either over the phone or in person.
- Explain what group she's from.
- Explain the positive things the group does and what the group is all about.
- Explain the purpose of the meeting, how the meeting is important to the community, and what the participants in the community would get from attending the meeting.
- The trainer should try to get a commitment from the priest as to exactly what day and time would be good to have the meeting.

C. The Trainer must explain the following aspects of the role play:

1. What she did during the role play
2. The need to practice how to convince somebody to host the meeting
3. What the conversation should consist of:
 - a. introduced herself
 - b. explained what group she's from
 - c. explained the positive things the group does
 - d. explained the what the group is all about
 - e. explained the purpose of the meeting
 - f. discussed how the meeting is important to the community and what the participants from the community would get from the meeting
 - g. tried to get a commitment from the other person in the role play to host a meeting

D. The group must discuss other ways to convince somebody to host such a meeting

E. Student Practice

1. Half the students practice convincing somebody to host the meeting (split into small groups if there are co-trainers present);
2. The other half of the students can play hosts (priests, nuns, ministers, employers, teachers, etc.) who need to be convinced to host a session;

F. Trainers and students critique each other on what they did well during their practices and what could be improved.

1. Before doing a group critique, please review the following rules on critiquing fellow students so the critiques are helpful and serve as an aid to improve. The trainers should be instrumental in making sure these rules are strictly followed. The rules on critiquing others are:

- a. First, give the student who made the presentation a chance to critique him/herself.
- b. Always start with the positive, that is what was good about the role play. As many good things about the performance as possible should be discussed.
- c. Then talk about what could be improved. The word "bad" is not to be used. Only two or three improvements should be mentioned so the person is not overwhelmed and can work on improving her performance.
- d. All input must be specific rather than general so one can learn from it.
- e. No personal attacks are permitted.

2. Please Note: Since time is an issue, half the students should practice doing Role Play "A" and the other half Role Play "B". Additionally, after Role Play "A" is complete, the trainers can switch groups if they want so they can be with a different group during Role Play "B" and the participants can receive input from a couple different trainers. The trainer can do a similar switch before Role Play "C" as well.

6. Role Play "B" and Exercise: How to convince people to come to the meeting: [35 minutes]

A. The trainer will first model the role play and then will lead a discussion of the role play before the participants do their own practice sessions

B. Role Play "B" Summary: The trainer plays the role of one of the students out in the community trying to convince other community members to come to a meeting on naturalization. The trainer must choose one of the students to play the role of a community member who may or may not have an interest in coming to the meeting. The community member will play the role of a member of a church (or somewhere else) where the meeting will be held next week and the trainer will try to convince her of the importance of the meeting.

1. The trainer must start by introducing herself.
2. She must explain what group she's from

3. She must explain the positive aspects of the group
4. She must discuss the purpose of the meeting and the time and date of the meeting.
5. Additionally, she must tell the people why the meeting is important to the community, and what the community member, her family and friends would get from the meeting.
6. Finally she should give the community member a copy of a flyer announcing the meeting and try and get a commitment from her to come to the meeting.

C. The trainer must explain what she did during the role play and the need to practice how to convince somebody to come to the meeting

D. The trainer must explain that the role play conversation consisted of the following:

1. She introduced herself
2. She explained what group she's from
3. She explained the purpose of the meeting, how the meeting is important to the community, and what the participants would get from the meeting

E. The group should discuss other ways to convince somebody to come to a meeting;

F. Each student must practice convincing somebody to come to the meeting (split into groups);

G. Peer critiques of the student's role plays (see the discussion of critiques above)

7. Role Play "C" and Exercise: How to do a presentation on the legal requirements of naturalization: [85 minutes]

A. The trainer must first model this role play, then lead a discussion on it, and then let the students practice it. The trainer will model only the part of the meeting which consists of a quick (five minute) review of the basic legal requirements and all the students will play the role of the community members at the meeting in a church or school room.

B. Role Play "C" Summary:

1. The trainer should spend a few minutes explaining how she would prepare for such a meeting.
2. Ideas for preparing include:
 - a. developing an agenda
 - b. outlining a talk
 - c. practicing the talk in front of others and/or a mirror
 - d. prior to the meeting writing the agenda and talking points on butcher paper so everyone can see it
 - e. bringing materials (such as butcher paper, tape, and informational handouts) to the meeting

C. Trainer models it (include teaching how to write an agenda on butcher paper and how to write other key talking points on butcher paper so all students can see it -- it's usually best to write the agenda and the key talking points on butcher paper or a chalkboard prior to coming to the meeting so the meeting flows better);

D. Trainer explains what she did during the role play and the need to practice it before doing it in real life;

E. Students practice giving a brief list of the legal requirements of naturalization (without any details at all) to the group (split into small groups if there are co-trainers present - each group should have a list of the legal requirements and agenda on butcher paper set up at the front so they can refer to it during their talk) - each student should have approximately five - ten minutes to make her presentation about the legal requirements to the group;

F. Trainers and students give input to each other on what they did well during their practices and what could be improved (see the suggested method of conducting a critique discussed above).

Homework Assignment:

Ask the students to make an outreach flyer announcing an outreach event that they'll be holding on naturalization. The flyer must state a location, time, and date for the event as well as the topic of the event. The information on the flyer will not reflect a real event but the advocates can make up the information up for now. Please give the advocates a sample of such a flyer. (See Appendix 9-A, 9-B for examples in English and Spanish).

WORKSHEET ON OUTREACH AND MEETINGS

English Version

Instructions: Please take 10 minutes to come up with as many answers to the following questions as you can. Please write your answers on this worksheet so we can discuss them in the large group afterwards. Thank you.

1. Why do we need to do outreach to the community about naturalization?

2. Where would we do this outreach and in what ways?

3. If we wanted to have a meeting, how would we set it up? What would we do first? What would be the different steps we should take?

PREGUNTAS SOBRE COMO INFORMAR LA GENTE Y COMO HACER REUNIONES

Versión en Español

Instrucciones: Por favor, tome diez minutos y trate de contestar las preguntas en esta hoja. Trate lo mejor que pueda, no importa si no puede contestar todas las preguntas en los diez minutos. Escriba muchas repuestas para cada pregunta si puede. Vamos a compartir las ideas en el grupo largo después. Gracias.

1. Por que necesitamos informar la comunidad sobre la ciudadanía?

2. Como podemos informar a la comunidad sobre la ciudadanía y en cuales lugares debemos presentar la información?

3. Si queremos tener una reunión, como podríamos planearla? Que deberíamos hacer primero? Cuales serian los pasos para planear la reunión?

SAMPLE LIST OF CONSIDERATIONS WHEN APPLYING FOR
NATURALIZATION

AS A U.S. CITIZEN ONE

May vote.

Hold public office (school board, city council etc.).

May help your unmarried children under 18 years of age become U.S. citizens when you do.

May be required to serve in the armed forces during time of war (a LPR may decline to serve; however if a LPR declines to serve, the LPR is barred from becoming a U.S. citizen).

May leave and re-enter the U.S. whenever you wish; may not be excluded or deported like a LPR.

May petition for more family members to come to the U.S. than a LPR and the family members will be eligible to immigrate more quickly than those petitioned for by an LPR.

May be eligible for some government jobs that are only available to U.S. citizens.

May live outside of the United States for as long as they wish without losing their U.S. citizenship whereas an LPR who lives outside the United States may lose her green card.

Depending on the laws of the country from which one is from, one

* may lose the citizenship of her country of birth

* may be restricted in the ability to own land in her country of birth

DURING THE PROCESS OF BECOMING A US CITIZEN YOU

Must learn enough English to pass a simple test.

Must learn enough about U.S. history/government to pass a test.

Must answer questions about your absences from the U.S. that may provide the INS with a reason to try to deport you.

Must provide information about your past (especially any arrests) that may provide the INS with a reason to try to deport you.

May end up providing the INS with proof that you obtained your green card fraudulently which permits the INS to seek to deport you.

UNIT 5

WAYS TO COMBAT THE ANTI-IMMIGRANT BACKLASH

Purpose:

This session is designed to further equip the lay leaders with information and ideas to combat the anti-immigrant backlash and to take affirmative steps to create positive images of immigrants in the U.S. This session gives the lay leaders factual information and helps them think of ways to present the issues in such a way the media and public will recognize the positive factors about immigrants. It also serves as an example of how to use the skills the lay leaders will be learning throughout the training, especially in light of the many anti-immigrant proposals which state and federal legislators have supported. These skills -- speaking in public, presenting an issue to a public board, doing outreach around an issue or a meeting, setting up and running a press conference, and running meetings -- could all be used to combat anti-immigrant sentiment.

In addition, this segment reinforces the goals of this training, such as the importance of developing immigrant leadership on key issues such as bilingual education, voting, etc., increasing immigrants' knowledge of their rights, as well as their voting power and involvement in community organizing and political life, by demonstrating the serious nature and possible consequences of the attacks on immigrant communities.

Structure of Segment:

This segment is divided into two parts. The first part will include an overview of the past and current backlash against immigration, and encourage a discussion about the ways through which immigrants benefit our society and about the inaccuracy of myths about the economic and social consequences of immigration. The second part will discuss some of the ways communities and lay leaders can combat this backlash through affirmative steps to increase support for open and fair immigration policies.

Prior Knowledge of Students:

No prior knowledge is needed so this session could be incorporated into the training at any point.

Time: Approximately two hours.

Teaching Methodology:

This session will include a discussion, a lecture, and a role play session. The lay leaders will practice countering misinformation about immigrants and immigration. Since part of this Unit includes small group exercises, we suggest that co-trainers help with the training (one trainer for

every four advocates or so should be sufficient) in order to get through the agenda on time and to allow all the advocates the opportunity to participate in the training.

Agenda:

Introduction and Overview of Agenda (5 minutes)

Exercise: Brainstorm / Discussion (40 minutes)

Discussion on ways to combat the anti-immigrant backlash (15 minutes)

Practice countering anti-immigrant myths (60 minutes)

I. Introduction and Overview of Agenda (5 minutes):

Quickly review the agenda for this training segment and its purpose (i.e. its connections to the skills that are taught throughout the training and to the overall goals of the training).

Introduction:

A. The trainer should give the lay leaders a sense of urgency of the situation:

(1) there are a lot of politicians running around getting political mileage bashing immigrants and proposing legislation to curtail immigration and punish immigrants;

(2) there is also a lot of immigrant bashing in the media;

(3) much of mainstream America has been affected by this kind of bashing, and most Americans lack accurate information about immigrants, and their social and economic impact, and immigration policy;

(4) one way to combat anti-immigrant backlash is to respond to this misinformation and inform the public about the ways immigrants contribute to our society.

B. Today we will discuss ideas and information with which to dispel much of the prevailing myths about immigration and immigrants, and also understand this country's history of scapegoating immigrants. (Note: For more information on the myths about immigrants, please see Appendix 5-C.)

II. Exercise: Brainstorm / Discussion (40 minutes)

[Trainer explains exercise. The participants break into two groups, each brainstorming about a different question. Each group should come up with a list of ideas and responses to their question. The groups do not need a trainer to serve as facilitator.]

A. Brainstorm (Small Groups) (15 minutes):

Group A: What is being said about immigrants in the newspapers and by politicians and others (i.e., what are the myths about immigrants)? Why is what they are saying bad / harmful, and why are they saying it?

(Some possible answers.)

- There are millions of Mexicans and other people getting into and living in the U.S. illegally.
- Immigrants come here illegally and get welfare and other benefits but don't pay taxes.
- Immigrants displace other workers.
- Immigrants are causing racial tensions in our cities.
- The economy is bad right now so people are fearful about losing/not being able to find jobs so they are blaming/scapegoating immigrants.
- Some people are racist and don't like the fact that so many immigrants are from Asia and Latin America.

Group B. What do immigrants bring to our society? Why is immigration good for the United States? (i.e., What are some of the realities about immigrants?)

(Some possible answers.)

- Immigrants have built this country with their labor and are a constant source of (cheap) labor.
- Immigration means that there are always new people coming in with new ideas that help the country improve and grow.
- Immigration allows families to reunite.
- Immigrants need jobs, and many employers in the U.S. need the labor.
- People have a right to live where they want.
- Many people are fleeing political and other kinds of persecution in their home countries, and the U.S. should provide them with a safe haven.
- Our country is stronger because of immigrants.

B. Discussion: (20 minutes):

Each group reports back to the larger group on its question. Group A should go first. Trainer notes responses on two pieces of butcher paper.

Trainer then leads discussion on the distinction between myths and realities in the perception of immigrants and immigration. (Refer to Appendix 5-A & 5-C for more

information on this subject.) Some will be from the lists that Groups A and B came up with. Some will be from the reading which was assigned at the end of the last day's training. (See appendix 5-A.) The trainer should call attention to any factual information contained on the sheets that can be used to counter the myths stated by Group A. The factual issues raised should be summarized on a third sheet of paper.

III. Discussion on ways to combat the anti-immigrant backlash (20 minutes)

A. What are some ways we can combat the anti-immigration sentiment in the United States? [Brainstorm with group and write down ideas on piece of butcher paper.]

(Some possible answers.)

- Do a press conference.
- Write letters to the editors and op-eds for newspapers.
- Go to town meetings held by local, state and federal legislators to express your opinion.
- Start a petition or letter campaign, and send the petitions/letters to local, state and/or federal legislators.
- Talk to and convince friends, co-workers, and other mainstream people about the issues and get them involved.
- Table (i.e. set up an information table in front of stores, in parks, at events, etc.) to educate others and encourage them to get involved.
- Work with local businesses to do a public relations campaign about the value of immigrants to the local economy.
- Work with schools to educate children to be proud about their immigrant roots.
- Lobby legislators on legislation affecting immigrants.
- Personalize the anti-immigration debate:
 - for many people the immigration debate seems far removed
 - people have forgotten that except for the Native Americans we are a nation of immigrants
 - having immigrants and those whose parents or grandparents were immigrants are a powerful force if we speak out and convince others to join our efforts to combat the anti-immigrant backlash.
 - it does make a difference if we work with others, one person at a time.
- Support immigrant organizations.

IV. Practice: Countering Anti-Immigrant Myths (1 hour).

This role play will give the lay leaders a chance to practice articulating their pro-immigrant position and responding to anti-immigration arguments.

1. The trainer gives a brief explanation of the parts of a good speech. This will be discussed in much more detail in a later training session. (5 minutes)

- write down the facts
- choose the most important facts and arguments
- give some kind of introduction explaining what you will talk about
- discuss the facts in the order you wrote down
- end with a summary emphasizing the main point (in this case, that the myth stated is false).

The trainer explains the exercise: the class will divide into three groups. Each group will get a different "anti-immigrant myth." Together, the group discusses the arguments against this myth, both factual and other arguments. Then each member of the group will make a very short speech arguing against that myth in front of the other members of the group. Each person will be critiqued when he or she finishes, first commenting on what he or she did well and then on what he or she could do to improve what he or she did. Finally, the group will choose one person to repeat the presentation in front of the whole class.

2. The participants divide into 3 groups; each group should have its own trainer and begin the exercise.
3. The timing is as follows:

Preparation in groups:	10 minutes
Individual presentations and critiques:	10 minutes each x 4 people = 40 minutes
Speeches in front of the whole class:	20 minutes

4. The three myths to be used are (see Appendix 5-B for copies of these myths in English and Spanish):

Group A: Immigrants don't pay taxes and usually end up receiving welfare and other kinds of government benefits. Immigrants should not be able to receive any kind of benefits. Otherwise they just are encouraged to come here and get benefits without paying for them.

Our cities and states are going bankrupt because of them!

Group B: Immigrant children are taking over our schools. They want all kinds of expensive special privileges like bilingual education. They don't want to learn English and they don't do well in school. They don't have any right to take resources away from other children for their special programs. Immigrant children should not be allowed in school unless they and their parents are here legally. We would save money and be able to provide a better education for our own children.

Group C: Immigrants take jobs away from United States citizens. There's already enough unemployment in this country without people coming here and taking what few jobs are available. Immigrants get away with taking jobs and not paying taxes. It's not fair. Immigrants are making our economy suffer and we're all worse off.

V. Conclusion: The trainer should reiterate some of the ways mentioned earlier in this training unit to help combat anti-immigrant sentiments, and encourage people to use the skills they practiced today in combination with all those ways to help fight hateful feelings and harmful policies based on myths about immigrants.

Appendix 5-A

Background Material on Myths for Trainers

- A. The Anti-Immigration Backlash is a Real Danger.¹
1. At a time when people in this country are experiencing economic difficulties, many politicians are scapegoating immigrants and blaming them for these economic difficulties.
 - a. In California the voters recently approved Proposition 187 which would effectively deny all health care (except emergency care), social services, and education to undocumented residents. The proposition also requires the police, school officials, health care workers, and social service providers turn in anyone to the INS who they suspect of being in the U.S. illegally.
 - b. The Governor of California, Pete Wilson proposed amending the U.S. Constitution to deny citizenship to children born in the U.S. to undocumented immigrants. Governor Wilson also proposed a national identification card that all citizens and legal U.S. residents should be required to carry to prove their eligibility for benefits. [Source: Robert Rubin, Lawyers' Committee for Civil Rights of the San Francisco Bay Area, 8/13/93.]
 - c. President Clinton has proposed to make it more difficult for immigrants coming here to claim and prove political persecution. Under his plan, a refugee arriving at an airport would be subjected immediately to a short interview with a low level INS inspector who would immediately decide right then and there whether she or he has a "credible fear" of persecution, and thus is eligible to apply for political asylum. This proposal would certainly turn away many people who would face torture, imprisonment and other forms of political persecution in their home countries. [Many victims of persecution suffer from post-traumatic stress syndrome and may not be able to tell their full story right then and there in the airport. These victims may have fled political persecution and thus harbor an understandable fear of authorities.] The

¹ For more information on the economic effects of immigrants on the economy and the contributions of immigrants to the economy, please see, Immigration and Immigrants: Setting the Record Straight by Michael Fix and Jeffrey S. Passel from the Urban Institute.

refugee would have no right to appeal the inspector's decision. Source: New York Times, 7/28/93.]

2. Unfortunately, these and other politicians can win political support from the public by making these kinds of anti-immigrant proposals.
 - a. We also acknowledge that there are just racists in this country who are uncomfortable with the fact that 75% of immigrants coming to the country now are from Latin American and Asian countries. [Source: Bill Ong Hing, California Law Review, 1993.]
 - b. However, there are also many people who are not necessarily racists who think that immigration is a real problem for the U.S. We, who want to preserve an open immigration policy and the rights of immigrants in this country, have a lot of work to do: many polls have found that many people think that immigration is causing problems for this country. [For example, one poll found that three-fourths of Californians believe illegal immigration hurts the state. Source: San Diego Union-Tribune, 9/8/93.] However, a lot of what people see and hear about immigration is myth and not fact. Let's now talk about the real facts about immigration in the country.
- B. Let's Separate the Myths from the Facts in the Immigration Debate. Before we specifically counter some of the myths, let's recall what we said earlier about what immigrants bring to this country. [Here's the immigrants-are-great part.] Our country has been able to achieve as much as it has and be great because of the influx of new people, cultures and ideas into the U.S. Immigrants do bring an entrepreneurial spirit and invigorate our economy and society. For example, immigrants add twice as many jobs to the country as do natives. [Source: Maria Enchautegui, Immigration and County Employment Growth, 1992.] Immigrants add these jobs by starting their own businesses, paying taxes, spending money in the economy, investing capital, and more. We are a nation of immigrants--save the Native Americans from whom we took the land--and in this increasing global economy, our country will be even stronger if it draws upon those immigrant roots and the energy and resources of our current immigrants. The U.S. has prided itself as being a beacon of liberty and freedom for many people, and shutting our doors now especially to those fleeing persecution and limited opportunities would not only be wrong but also detrimental to our country's vitality and future.

1. **Myth 1: There are millions and millions of immigrants coming to the U.S. Our borders are out of control.**

Fact: While about one million people a year come to the U.S. every year legally and illegally, immigration levels today are still lower than the huge amount of immigrants who came in to this country around the turn of the century. [Source: Time, Fall 1993.] 8 out of 10 immigrants coming to the U.S. annually are admitted under immigration and refugee policies which are tightly regulated and based on family unification, jobs skills, and providing a safe haven for those fleeing persecution. Of those who are admitted to the country legally, 75% are reuniting with close family members, and 10% are refugees. [Source: National Immigration, Refugee & Citizenship Forum, 6/21/93.]

2. **Myth 2: Immigrants just come here for jobs. Once they are here, they don't pay any taxes but receive a lot of government benefits such as welfare, education, health care, etc.**

Fact: Immigrants come here for many reasons, to join their loved ones, to escape from persecution, and yes, for jobs. However, it is not true that immigrants don't pay taxes.

- a. In fact, throughout their lifetimes, immigrants pay more taxes than they receive in public benefits and services. One study found that each immigrant, over his or her lifetime, pays \$15,000 to \$20,000 more in taxes than he or she receives in government benefits. [Source: National Immigration, Refugee & Citizenship Forum, 6/21/93; Julian Simon, The Economic Consequences of Immigration, 1989. In addition, Business Week reported that immigrants pay \$90 billion in taxes and receive only \$5 billion in welfare. Source: Business Week, 7/13/92.]
- b. Immigrants--even those who are not documented--pay a variety of taxes: sales taxes, FICA (social security) taxes deducted from their paychecks, utility taxes. and more. In fact, immigrants are critical to the financially strapped Social Security system because they pay into the program during their lifetimes, but do not have a generation of parents collecting benefits. [Every 100,000 additional immigrants contribute \$2.4 billion in taxes to the Social Security fund. Source: National Immigration, Refugee & Citizenship Forum, 6/21/93; Alexis De Toqueville Institution, 1990; Julian Simon, The Economic Consequences of Immigration, 1989.]

- c. Although undocumented immigrants are ineligible for almost all public benefits, they are required to pay into programs such as unemployment and Social Security through taxes and payroll deductions. [Source: National Immigration, Refugee & Citizenship Forum, 6/21/93.]
 - d. Despite all the myths, undocumented immigrants are eligible only for a very limited number of government benefits--emergency medical services, WIC Women, Infants and Children prenatal infant food program), school lunch and breakfast, Headstart, federal housing (depending on circumstances), and social services block grant. [Source: National Immigrant Law Center, 1992.]
Because of undocumented immigrants' fear of detection their use of these minimal public benefits is very limited. [Source: Chris Hogeland and Karen Rosen, Dreams Lost, Dreams Found: Undocumented Women in the Land of Opportunity (A Survey Research Project of Chinese, Filipina and Latina Undocumented Women, 1991.)]
 - e. In addition, those legal immigrants who are eligible for welfare benefits actually use substantially less public services than people born in the U.S. [Source: U.S. Bureau of Labor Statistics, 1985. For example, in California, immigrants make up 22% of the population, but are only 12% of the population receiving AFDC. Source: California State Department of Finance, 1991-92.]
3. **Myth 3: Our cities and counties are going bankrupt because they have to provide benefits to all these immigrants who don't pay any taxes.**

Fact: Again, immigrants--documented and undocumented--do pay taxes. Yes cities and counties are experiencing budget shortfalls, but the real problem is the economic relationship between the federal and state governments. That is, the bulk of what immigrants pay in taxes goes to the federal government for Social Security and federal income taxes, but it is the local and state governments who provide most public services to immigrants and others. [Source: National Immigration, Refugee & Citizenship Forum, 6/21/93. For example, in Los Angeles county, undocumented immigrants paid at least \$3 billion in various kinds of taxes during the 1990-91 fiscal year, but 57% of the tax revenues collected went to the federal government, while only 4.6% went to L.A. county. (Source: Wayne Cornelius, UC-San Diego, 1992.)]

4. **Myth 4: Immigrants take jobs from U.S. workers and are responsible for the economic troubles of the U.S.**

Fact: Research shows that immigrants do not displace U.S.-born workers or hurt the economy. While there are a some flawed economic studies that claim otherwise, there does exist a broad consensus among economists that immigration to the United States has provided substantial economic benefits, without substantial negative effects on U.S.-born workers. [Source: Claudia Jasin, National Council of La Raza, 8/93. As the U.S. Council of Economic Advisors in a 1990 report to then President Bush pointed out, numerous studies suggest that the long-run benefits of immigration greatly exceed any short run costs. Source: National Immigration, Refugee & Citizenship Forum, 6/21/93.]

- a. Immigrants do not just fill jobs, they actually create them by opening new businesses, spending money in the economy, and contributing investment capital. [Source: Papademetriou et al, U.S. Department of Labor, Bureau of International Labor Affairs, 5/89.]
- b. Blaming immigrants for this country's economic difficulties is nothing more than scapegoating them and avoiding real issues. If city and state governments are suffering budget difficulties, shouldn't we change the distribution of tax revenues among the local and state governments and the federal government? If trade deficits and manufacturers' decisions to take their operations abroad where there is cheaper labor costs have caused a reduction in jobs and wages in this country, isn't the solution to provide meaningful educational and job training opportunities for everyone in this country? If large numbers of people are indeed fleeing countries repressed by politically repressive governments and/or riddled with desperate poverty, let's change U.S. policies that had caused or are exacerbating these problems in other countries.

5. **Myth 5: The immigrants coming here today just don't want to fit in like those who came earlier. They don't want to learn English; they stick to themselves; they are destroying the harmony of this country; they are adding to the country's racial tensions.**

Fact: Let's remind the anti-immigrants about U.S. history. In the 19th-century, Americans argued that the Irish, German, Italian and other immigrants would never assimilate into our society. It was not until 1965 that immigration

laws based on national origins quotas that were designed to limit immigration from southern and eastern Europe as well as Africa and Asia were reformed. Scapegoating the newest waves of immigrants is not new in U.S. history and it continues to be a practice not based on reality. Immigrants are learning English and becoming part of American society at the same rate as past generations of immigrants. A real problem is the fact that throughout the U.S., there is an huge unmet need for English as a Second Language (ESL) classes with those wanting to learn English having to wait long periods of time for classes or not being able to get into them at all. [Source: National Immigration, Refugee & Citizenship Forum, 6/21/93; Alejandro Portes and Min Zou, The Annals of the American Academy of Political and Social Sciences, 1993.]

Appendix 5-B

Background Material on Myths and Realities of Immigrants for Lay Advocates

English Version

- A. The Anti-Immigration Backlash is a Real Danger.
1. At a time when people in this country are experiencing economic difficulties, many politicians are scapegoating immigrants and blaming them for these economic difficulties.
 - a. In California the voters recently approved Proposition 187 which would effectively deny all health care (except emergency care), social services, and education to people undocumented residents. The proposition also requires the police, school officials, health care workers, and social service providers turn in anyone to the INS who they suspect of being in the U.S. illegally.
 - b. The Governor of California, Pete Wilson proposed amending the U.S. Constitution to deny citizenship to children born in the U.S. to undocumented immigrants. Governor Wilson also proposed a national identification card that all citizens and legal U.S. residents should be required to carry to prove their eligibility for benefits. [Source: Robert Rubin, Lawyers' Committee for Civil Rights of the San Francisco Bay Area, 8/13/93.]
 - c. President Clinton has proposed to make it more difficult for immigrants coming here to claim and prove political persecution. Under his plan, a refugee arriving at an airport would be subjected immediately to a short interview with a low level INS inspector who would immediately decide right then and there whether she or he has a "credible fear" of persecution, and thus is eligible to apply for political asylum. This proposal would certainly turn away many people who would face torture, imprisonment and other forms of political persecution in their home countries. [Many victims of persecution suffer from post-traumatic stress syndrome and may not be able to tell their full story right then and there in the airport. These victims may have fled political persecution and thus harbor an understandable fear of authorities.] The refugee would have no right to appeal the inspector's decision. Source: New York Times, 7/28/93.]

2. Unfortunately, these and other politicians can win political support from the public by making these kinds of anti-immigrant proposals.
 - a. We also acknowledge that there are just racists in this country who are uncomfortable with the fact that 75% of immigrants coming to the country now are from Latin American and Asian countries.
 - b. However, there are also many people who are not necessarily racists who think that immigration is a real problem for the U.S. We, who want to preserve an open immigration policy and the rights of immigrants in this country, have a lot of work to do: many polls have found that many people think that immigration is causing problems for this country. For example, one poll found that three-fourths of Californians believe illegal immigration hurts the state. However, a lot of what people see and hear about immigration is myth and not fact. Let's now talk about the real facts about immigration in the country.

B. Let's Separate the Myths from the Facts in the Immigration Debate. Before we specifically counter some of the myths, let's recall what we said earlier about what immigrants bring to this country. [Here's the immigrants-are-great part.] Our country has been able to achieve as much as it has and be great because of the influx of new people, cultures and ideas into the U.S. Immigrants do bring an entrepreneurial spirit and invigorate our economy and society. For example, immigrants add twice as many jobs to the country as do natives. Immigrants add these jobs by starting their own businesses, paying taxes, spending money in the economy, investing capital, and more. We are a nation of immigrants--save the Native Americans from whom we took the land--and in this increasing global economy, our country will be even stronger if it draws upon those immigrant roots and the energy and resources of our current immigrants. The U.S. has prided itself as being a beacon of liberty and freedom for many people, and shutting our doors now especially to those fleeing persecution and limited opportunities would not only be wrong but also detrimental to our country's vitality and future.

1. **Myth 1: There are millions and millions of immigrants coming to the U.S. Our borders are out of control.**

Fact: While about one million people a year come to the U.S. every year legally and illegally, immigration levels

today are still lower than the huge amount of immigrants who came in to this country around the turn of the century. Eight out of ten immigrants coming to the U.S. annually are admitted under immigration and refugee policies which are tightly regulated and based on family unification, jobs skills, and providing a safe haven for those fleeing persecution. Of those who are admitted to the country legally, 75% are reuniting with close family members, and 10% are refugees.

2. **Myth 2: Immigrants just come here for jobs. Once they are here, they don't pay any taxes but receive a lot of government benefits such as welfare, education, health care, etc.**

Fact: Immigrants come here for many reasons, to join their loved ones, to escape from persecution, and yes, for jobs. However, it is not true that immigrants don't pay taxes.

- a. In fact, throughout their lifetimes, immigrants pay more taxes than they receive in public benefits and services. One study found that each immigrant, over his or her lifetime, pays \$15,000 to \$20,000 more in taxes than he or she receives in government benefits. In addition, Business Week reported that immigrants pay \$90 billion in taxes and receive only \$5 billion in welfare.
- b. Immigrants--even those who are not documented--pay a variety of taxes: sales taxes, FICA (social security) taxes deducted from their paychecks, utility taxes. and more. In fact, immigrants are critical to the financially strapped Social Security system because they pay into the program during their lifetimes, but do not have a generation of parents collecting benefits. [Every 100,000 additional immigrants contribute \$2.4 billion in taxes to the Social Security fund.]
- c. Although undocumented immigrants are ineligible for almost all public benefits, they are required to pay into programs such as unemployment and Social Security through taxes and payroll deductions.
- d. Despite all the myths, undocumented immigrants are eligible only for a very limited number of government benefits--emergency medical services, WIC Women, Infants and Children prenatal infant food program), school lunch and breakfast, Headstart, federal housing (depending on circumstances), and social services block

grant. Because of undocumented immigrants' fear of detection their use of these minimal public benefits is very limited.

- e. In addition, those legal immigrants who are eligible for welfare benefits actually use substantially less public services than people born in the U.S. For example, in California, immigrants make up 22% of the population, but are only 12% of the population receiving AFDC.

3. **Myth 3: Our cities and counties are going bankrupt because they have to provide benefits to all these immigrants who don't pay any taxes.**

Fact: Again, immigrants--documented and undocumented--do pay taxes. Yes cities and counties are experiencing budget shortfalls, but the real problem is the economic relationship between the federal and state governments. That is, the bulk of what immigrants pay in taxes goes to the federal government for Social Security and federal income taxes, but it is the local and state governments who provide most public services to immigrants and others. For example, in Los Angeles county, undocumented immigrants paid at least \$3 billion in various kinds of taxes during the 1990-91 fiscal year, but 57% of the tax revenues collected went to the federal government, while only 4.6% went to L.A. county.

4. **Myth 4: Immigrants take jobs from U.S. workers and are responsible for the economic troubles of the U.S.**

Fact: Research shows that immigrants do not displace U.S.-born workers or hurt the economy. While there are a some flawed economic studies that claim otherwise, there does exist a broad consensus among economists that immigration to the United States has provided substantial economic benefits, without substantial negative effects on U.S.-born workers. As the U.S. Council of Economic Advisors in a 1990 report to then President Bush pointed out, numerous studies suggest that the long-run benefits of immigration greatly exceed any short run costs.

- a. Immigrants do not just fill jobs, they actually create them by opening new businesses, spending money in the economy, and contributing investment capital.
- b. Blaming immigrants for this country's economic difficulties is nothing more than scapegoating them and avoiding real issues. If city and state governments

are suffering budget difficulties, shouldn't we change the distribution of tax revenues among the local and state governments and the federal government? If trade deficits and manufacturers' decisions to take their operations abroad where there is cheaper labor costs have caused a reduction in jobs and wages in this country, isn't the solution to provide meaningful educational and job training opportunities for everyone in this country? If large numbers of people are indeed fleeing countries repressed by politically repressive governments and/or riddled with desperate poverty, let's change U.S. policies that had caused or are exacerbating these problems in other countries.

5. **Myth 5: The immigrants coming here today just don't want to fit in like those who came earlier. They don't want to learn English; they stick to themselves; they are destroying the harmony of this country; they are adding to the country's racial tensions.**

Fact: Let's remind the anti-immigrants about U.S. history.

In the 19th-century, Americans argued that the Irish, German, Italian and other immigrants would never assimilate into our society. It was not until 1965 that immigration laws based on national origins quotas that were designed to limit immigration from southern and eastern Europe as well as Africa and Asia were reformed. Scapegoating the newest waves of immigrants is not new in U.S. history and it continues to be a practice not based on reality. Immigrants are learning English and becoming part of American society at the same rate as past generations of immigrants. A real problem is the fact that throughout the U.S., there is a huge unmet need for English as a Second Language (ESL) classes with those wanting to learn English having to wait long periods of time for classes or not being able to get into them at all.

UNIT 6

ESL CLASSES AND THE IMPORTANCE OF SPEAKING ENGLISH

Purpose:

This session is designed to discuss the value that speaking English would have for the immigrant community. Additionally this training includes an exercise in which the lay leaders discuss the availability of the various English as a Second Language programs in their communities and share ideas on the best ways to spread this information to others.

Prior Knowledge of Students:

This session can be taught at any time during the course of the Training.

Time: Approximately 35 minutes

Manner Of Teaching:

This session will include group discussions only.

Please Note: Throughout this session in particular and the Training in general, please encourage the non-English speaking students to enroll in English classes. They can enhance their leadership skills by speaking English because it will allow them the opportunity to communicate more easily with the governmental and non-governmental institutions which often block the participation of people of color and non-English speakers.

Agenda:

Introduction and Overview of the Agenda (5 Minutes)

Discussions

Why is it helpful for lay advocates to try to learn English (5 Minutes)

What are some of the obstacles for people when trying to learn English and how can we help them overcome those obstacles? (10 Minutes)

What are some of the ways people learn English? How did any of the lay advocates learn English? (5 Minutes)

Where are there available English classes and how can someone enroll in them? (10 Minutes)

Encourage someone (or a team of people) develop a flyer listing the availability of ESL classes in the community

1. **Introduction and Review of Agenda:** Introduce the topic, review the agenda for today's training session, and review the purpose of the training.

2. **Discussion:** Why is it helpful for lay leaders to speak English? (5 minutes)

(Some Possible Answers Include:)

- * Be able to communicate with governmental and non-governmental institutions in order to improve one's ability to help explain the community's concerns;
- * Be better able to communicate with landlords, lawyers, school teachers and administrators, and other officials to help explain the community's concerns;
- * Feel more confident when fighting for your rights and the community's rights because you can speak the most commonly spoken language in the United States;
- * Might appear to be less vulnerable to English speakers because you speak their language;
- * Others?

Important Note to Tell Students: Although English may be helpful, it doesn't mean that non-English speakers are not successful lay leaders. All it means is that English can, but does not necessarily always, provide an advantage. There are many great lay advocates and leaders in the United States who do not speak English.

3. **Discussion:** What are some of the obstacles people have in learning English and how could we help them overcome them? (10 minutes)

(Some Possible Answers Include:)

- * Obstacles: Time consuming; hard; bad classes; too many other responsibilities;
- * Ways to Overcome the Obstacles: Discuss the importance of learning English (use any personal examples possible); Offer information about where and how to sign-up for ESL classes (show people a flyer which contains such information); be sensitive to these obstacles and try to figure how to help people overcome them; explain that some teachers or programs are better than others and maybe someone who has had trouble learning English could try another class or teacher; afterall, everyone learns differently;
- * No matter what, we, as advocates, should be supportive and try not to let people feel like it was their fault that they didn't learn English. People are smart and assets to their family, friends, and community even if they do not learn English -- English may help but it's not the end of the world not to learn it.

4. **Discussion:** What are some of the ways people learn English? How did some of the lay leaders learn English? (5 minutes)

(Some Possible Answers Include:)

- * From classes;
- * Tapes from libraries;
- * From children and other family members;
- * From work;

5. **Discussion:** Where are there available English classes and how does one enroll in them? (10 minutes)

- * Have the entire class offer suggestions about places that offer ESL classes and other ways to investigate where to find out about ESL classes;
- * The important information to discuss includes: the number of ESL classes, the locations and telephone numbers of the classes, the costs (if any), the registration process and requirements, whether or not there is a waiting list at the class, the times of the classes, the level of the classes which are offered (beginning, intermediate, or advanced), and any other information which may be useful to others; (much of this information will not be available and thus should be researched by students for homework after this session).

6. **Homework Assignment:** (Optional)

- * Choose a number of students to research and write a flyer about the availability of English as a Second Language (ESL) classes in their community;
- * Make sure the students use the information which the entire class offered about places that offer ESL classes and other ways to investigate where to find out about ESL classes;
- * The important information to gather includes: the number of ESL classes, the locations and telephone numbers of the classes, the costs (if any), the registration process and requirements, whether or not there is a waiting list at the class, the times of the classes, the level of the classes which are offered (beginning, intermediate, or advanced), and any other information which may be useful to others but can still fit on a one page flyer;
- * When the students who are assigned this project feel they are finished, the trainer should meet with them to determine if all the work has been satisfactorily completed;
- * If the assignment is not complete, the trainer should explain to the students how to finish it;
- * If the students have completed the assignment, then they should share their findings and the flyer they develop with the rest of the class at a session in the future. For a sample, please see Appendix 6-A.

UNIT 7

PRACTICE GIVING REFERRALS AND SAYING "I DON'T KNOW"

Purpose: This session is designed to help the advocates practice saying "I don't know" to a question which they don't know. As they help community members they will be asked many questions to which they will not know the answers. It is important that the lay advocates not guess the answer to any question, feel comfortable saying they don't know the answer to a question, and feel comfortable referring the community member to someone who does know the answer. All lay advocates must understand that it is far better to give no information than wrong information. Wrong information can cause people to get deported.

Prior Knowledge of the Students: No prior knowledge is required but it's suggested that this Unit be presented after Units 1, 2, 4, and 5.

Time: Approximately 30 minutes.

Manner of Teaching: The session will consist entirely of small group practice. Thus, co-trainers will be needed for this Unit.

Agenda:

Introduction and Overview of the Agenda (5 Minutes)

Small Group Practice (25 Minutes)

1. Introduction and Overview of Agenda: (5 Minutes)

Explain to the advocates the following: This session is designed to help the advocates practice saying "I don't know" to a question which they don't know. As they help community members they will be asked many questions to which they will not know the answers. It is important that the lay advocates not guess the answer to any question, feel comfortable saying they don't know the answer to a question, and feel comfortable referring the community to someone who does know the answer. All lay advocates must understand that it is far better to give no information than wrong information. Wrong information can cause people to get deported.

2. Small Group Practice: (25 Minutes)

- a. The lead trainer models with one of the other trainers how important it is to say "I don't know" rather than give inaccurate advice or answer a question when we are not sure of the answer. This is especially crucial since our answer, if incorrect, may cause someone to be deported.

- b. The proper response modeled is "I don't know" or "I don't have that information at the present time" followed by either:

* I'll check it out and get back to you or let you know next session.

OR

* Why don't you call the following number (the phone number of various agencies that can help should be given at this point) for help.

- c. The advocates break down into smaller groups. There should be anywhere from four - six advocates and one trainer for each group.

- d. In each group the trainer invites one of the lay advocates to practice. The trainer asks a question that the advocate knows the answer to. The advocate should respond to the question with the answer. Then the trainer asks a question that the advocate will not know the answer to and responds hopefully by saying:

* I'll check it out and get back to you or let you know next session

OR

* Why don't you call the following number (the phone number of various agencies that can help should be given at this point) for help.

- e. This should be done with each advocate. Effort should be made to mix answerable questions with unanswerable ones. If 25 minutes is not sufficient time to do all the advocates, this exercise should be repeated at future sessions until all the advocates have practiced the "I don't know" exercise.

UNIT 8

IMMIGRANTS' RIGHTS

Purpose:

This session explains some of the rights every person has (legal or undocumented) when in the United States.

Prior Knowledge of the Students:

No prior knowledge is required.

Time: Approximately 3 hours and 25 minutes

Manner of Teaching:

The session will include a video (the trainer will present a lecture or series of role plays if the video is not available), lecture, large group discussion, small group work, a role play and each participant will give a presentation. You will need co-trainers (approximately one for every four to six students) for parts of this training.

Agenda:

The trainer should have on the blackboard, overhead, or butcher paper the following agenda for the session:

Introduction and Overview of Agenda (5 minutes)

Videotape of "Know Your Rights" and Discussion (1 hour and 15 minutes)

"Know Your Rights" Role Plays (45 minutes)

Practice the "Know Your Rights" Presentation (1 hour and 15 minutes)

Homework for Next Session (5 minutes)

I. **Review the Agenda and the Unit's purpose:** The trainer should welcome everyone and make any announcements that are necessary. This would also be a good time to pick up the homework- the flyers that each participant made. If the trainer has reviewed the N-400 forms, this would be a good time to hand them back. (5 minutes)

II. **Know Your Rights**

A. **Videotape and Discussion** (1 hours and 15 minutes)

1. The videotape used is entitled "La Redada" ("The Roundup") and may be obtained through Franciscan Communications. It is currently available in Spanish only.¹ If you

¹ The video is item # 75175. As of the publication of this manual, fifteen were available from

are working with a group of lay advocates who are not Spanish speakers, you can present the "Rights" information in lecture format or you can use the skits which are found in Appendix 8-B. If you use the skits you should recruit co-trainers and/or advocates from the training to perform the skits. You will need to help them practice the skits beforehand.

2. Show the videotape, present the lecture or perform the skits. The lead trainer then should open the discussion asking what Teresa (the female lead in the video) did that was good and what she did that wasn't helpful. The trainer should do the same with Luis (the male lead in the video).

3. The trainer may wish to ask if anyone has ever been involved in a situation similar to this one or knows anyone who has encountered a similar situation. It may be good to ask them to describe what happened and what they may have learned.

4. There are several points in the videotape (or skits or lecture) that are important:

a. False papers do not help and in fact the use of false papers may make a person ineligible for any relief from deportation or the possibility of immigrating legally in the future.

b. It is important to know and demand your rights - the INS does not have to tell you your rights.

c. It can be hard to assert your rights - especially if you are being threatened or abused mentally or physically - so you may choose not to exercise your rights, to try to stop the INS from being abusive. It is your decision.

5. The lead trainer must organize the rights in a systematic fashion. As the trainer goes through the rights, she should refer back to the characters in the movie (or skits, if appropriate) as examples of people who asserted their rights and failed to assert their rights.

6. The trainer should stress the following crucial issues:

a. The INS must prove that you are entered the U.S. illegally or overstayed your visa in order to deport you. Most of the time the INS proves this because of what the person says or does. It is important to know your rights so that you will not give the INS the evidence they need to deport you.

Franciscan Communications, 13106 Avaldon Blvd. Los Angeles California, 90061 or 1-800-989-3600. If none is available from Franciscan Communications, you may wish to request permission from Franciscan Communications for the ILRC or some other agency to copy their tape for your use. You will need to ask Franciscan Communications to provide you with a letter authorizing a copy so that the copyright they hold will be respected.

- b. If you sign something and agree to voluntary departure, you will not have the opportunity to apply for any relief from deportation that may be available to you (political asylum, cancellation of removal, adjustment of status, etc.) until you return to the U.S.
 - c. The rights that the trainer will talk about are the rights of everyone, regardless of whether they are here legally or not. They are called Constitutional Rights.
7. Review the most important rights and actions for the advocates to know when someone is approached by the INS. The trainer should have the rights as well as how to exercise the right written in a place so everyone can see them, such as the chalkboard or a piece of butcher paper.

* **Right:** You cannot be forced to answer questions about how you entered the U.S., where you were born, your immigration status, what country you're from, or what country you are a citizen of. Generally it is best not to answer questions. However if you are a US citizen or have your green card on you, you may want to answer the questions.² However by answering questions the others in a group may follow your example and answer questions when it would be unwise for them to do so.

TO EXERCISE YOUR RIGHT: MAINTAIN SILENCE, DO NOT ANSWER ANY QUESTIONS.

* **Right:** The INS must prove that you entered the U.S. illegally (without papers) or that your immigration papers expired and you are now in the U.S. illegally. If INS officers approach you do not help them prove you entered the U.S. illegally. Do not run from the immigration officers, just politely refuse to answer questions. If you answer questions, they may be used against you and if you run the INS may use this as evidence that you were hiding something.

TO EXERCISE YOUR RIGHT: DO NOT ACT NERVOUS OR RUN.

* If you have documents that you have purchased or are not legitimate, do not carry them on you for the INS may search you. Do not offer them to the INS. Showing the INS fraudulent

² INA § 264(e) requires everyone who is a lawful permanent resident and over the age of 18 to carry his or her green card with him or her at all times.

documents can become a ground for deportation.
TO EXERCISE YOUR RIGHTS, NEVER SHOW THE INS
FALSE DOCUMENTS.

- * RIGHT: Generally the INS cannot enter your home without a warrant, your permission, or evidence that a crime is presently being committed. Even if the INS has a search warrant, they can not demand that you answer questions and **you still should demand all the other rights but you must permit the INS to search your house.**

TO EXERCISE YOUR RIGHT: DO NOT LET IMMIGRATION
ENTER YOUR HOUSE WITHOUT A WARRANT.

- * If you are detained by the INS, do not sign anything, until you have spoken with a lawyer or a legal worker. The legal worker or lawyer will be able to determine if you have a defense to deportation. The legal worker can help you protect yourself.

TO EXERCISE YOUR RIGHT: DO NOT SIGN ANYTHING
UNTIL YOU HAVE SPOKEN WITH A LAWYER.

- * RIGHT: You have a right to speak to a lawyer before answering any questions. This is a constitutional right.

TO EXERCISE YOUR RIGHT: ASK TO MAKE A PHONE
CALL TO CONTACT YOUR LAWYER - IF YOU DO NOT
HAVE A LAWYER ASK THE INS FOR THE LIST OF
LAWYERS AND/OR AGENCIES WHO PROVIDE
ASSISTANCE TO PEOPLE THE INS HAS DETAINED.

- * RIGHT: You have the right not to be abused by the INS. If the INS physically or mentally abuses you or yells at you, you must make a decision whether to answer their questions to try to stop the abuse. However, if you choose to answer their questions or sign a form in order to stop the abuse or violence, try to remember the name or badge number of the agent(s), this may help an agency or a lawyer defend your actions so that what you say or sign may not be used against you.

TO EXERCISE YOUR RIGHT: IF YOU CHOOSE TO SPEAK
OR SIGN SOMETHING TO TRY TO STOP THE ABUSE
AND/OR VIOLENCE. TRY TO REMEMBER THE NAME OR
NUMBER OF THE AGENT AND AS SOON AS YOU CAN
CONTACT AN AGENCY OR A LAWYER TO REPORT THE
ABUSE.

8. Summarize the rights and actions:

- * You have the right to remain silent
- * Do not act nervous or run from the INS
- * Do not show the INS any fake papers
- * Do not sign anything or accept voluntary departure until you talk to a lawyer or community agency to discuss your options and defenses
- * You have the right to speak to a lawyer and the INS is supposed to give a list of lawyers or community agencies with whom you can speak
- * Do not let the INS into your house without a warrant
- * If the INS is threatening or being violent with you, you may want to cooperate with them to stop the threats and/or violence

B. Know Your Rights Role Plays (45 minutes)

1. The trainers first model the role play. One trainer takes the part of an INS agent and confronts the other trainer. The INS agent tries every means possible to get the other person to tell the agent where he/she was born. The agent should cajole, coerce, and threaten. The trainer playing the individual should remain cool, not run, but also not answer any questions. He/she may also wish to calmly walk away from the officer.
2. The participants should be divided into groups of six. There should be a sufficient number of trainers so that each group of six will also have one trainer. The participants take turns role playing - each participant should be the INS agent once and also the immigrant once if there is enough time. The trainers should change the scenes so that there is a street encounter, a home encounter, and an encounter while someone is being interviewed in detention so that all the rights will be reviewed.

The participants should be encouraged to be "creative" INS agents trying to trick the immigrant. During a previous training, the advocates did a role play where the INS agent pretended to be a church worker taking a census. The participant playing the immigrant revealed information that would have led to deportation. Other scenarios would place the INS agent coming up to a group of people at a bus stop and asking where they are from. Other possible scenes include stopping by a group of workers waiting for work and asking questions. The trainers may wish to develop role play situations that are appropriate within the context of the community in which the presentation is given.

3. Each role play (12 of them) should last about 3 minutes. If you don't have much time, you can do fewer role plays.
4. The trainer may also wish to comment that in groups that include both documented and undocumented it is difficult for the INS to bring everyone in;

however if some people show their documents and others do not, the INS may conclude that the people who remain silent do not have documents and take them in. This can be a difficult decision if you are documented - whether to help protect others or not.

D. Practice the Rights Presentation (1 hour and 15 minutes)

1. The purpose of this section is to give the advocates the opportunity to practice doing "Know Your Rights" presentations. These would be parts of the presentations that the advocates would end up doing in the community after the entire training program is completed. The agenda for the community trainings would be something like:

Introduction
Videotape (or skits) and Discussion of the Video (or skits)
Presentation on How to Exercise Your Rights
Closing

The trainer should prepare a sheet of paper that lists how a person may exercise his/her rights. The butcher paper might say:

TO EXERCISE YOUR RIGHTS

Maintain Silence

Don't Run or Act Nervous

Keep any False Documents at Home and Don't show them to the INS or anyone else

Only Let the INS in your House if they have a Search Warrant

Ask for a Lawyer if you are detained

Only Sign Papers After you have Spoken to a Lawyer or Agency Worker

If you are abused or hit and have to talk or sign something to protect yourself, try to remember the name of the INS officer or the badge number

2. The participants should be divided into groups of six to practice first introducing the agenda and then giving the rights talk. Each participant should be given about 8 minutes to do the presentation and 3 minutes of critique.
3. The trainer can use any additional time to reinforce key concepts, such as:

These rights will help you so that you do not give evidence that can be used against you.

These rights may help you maintain the possibility of applying for some sort of relief from deportation that could be available.

Even if you are going to be deported, exercising your rights will give you time to contact your friends and family so that you can make preparations for your absence.

4. Each participant should have the opportunity to give a presentation and receive feedback.

E. Homework: Students should read Appendix 9-A and prepare a very short (2 - 4 minute) introduction to a speech on any topic they wish to present at the next class. (5 minutes)

UNIT 9

PUBLIC SPEAKING - FIRST SESSION

Purpose:

This session is designed to help the lay leaders improve their public speaking skills. Although the lay leaders will be practicing their public speaking on specific issues, the goal of this session is to help them improve their public speaking ability no matter the issue on which they speak. For the purposes of this training session, speaking to groups of people as well as to individuals will be considered public speaking.

Students will do this training session, then they will be given as a homework assignment the responsibility of preparing a short ten - fifteen minute speech to present during a subsequent training session.

Prior Knowledge Of Students:

Prior to this session, advocates must have completed a sufficient number of the other sessions in this training to be able to have enough information on which they can practice their public speaking skills. Thus, it is suggested that you present Units 2, 4, 5, 6, 7, and 8 prior to present this Unit.

Time: Approximately two hours and ten minutes.

Teaching Methodology:

This session will include a discussion, a lecture, a model of a speech performed by the trainer, and a practice exercise in small groups allowing each advocate to practice giving only the introduction to a short speech. Since the last 55 minutes of the agenda will be done in small groups, it is advisable to have one co-trainer for every four or so lay advocates or else it will take a much longer time to get through the agenda.

Agenda:

Introduction and Overview of Agenda (5 Minutes)
Group Discussion on Speeches and Presentations (10 Minutes)
Lecture on Preparing and Presenting a Speech (30 Minutes)
The Trainer's Model Speech (20 Minutes)
Lay Advocate's Practice Exercises on Introductions for a Speech (55 Minutes)
Homework Review (10 Minutes)

1. **Introduction and Overview of Agenda:** Quickly review the agenda for today's training session and the purpose of the session. (5 minutes)

2. **Discussion:** (10 minutes)

- a. What are some good topics for speeches for this group?

(Some Possible Answers)

- * the importance of naturalization;
- * the positive aspects of immigration; what immigrants bring to society;
- * why immigrant bashing is wrong;
- * why more immigrants should get involved in improving conditions for the immigrant populations; and
- * the rights and responsibilities of immigrants.

- c. What are some important aspects of a good speech?

(Some Possible Answers)

- * interesting;
- * informative and accurate information;
- * easy to understand;
- * funny;
- * important to the audience, touches its heart;
- * well-prepared; and
- * acknowledges and includes the audience in some way.

3. **Lecture on Preparing and Writing a Speech:** The trainer should take this opportunity to give the lay advocates as much information as possible on how to prepare and present a speech. Make sure to model a good lecture when giving this lecture. Thus, don't forget to add an introduction and conclusion to the lecture as well as an agenda and write on the chalkboard or butcherpaper, if appropriate. (30 minutes - logistics for 10 minutes and writing and preparing the speech for 20 minutes) Please refer the students to Appendix 9-A.

(Introduction to the Lecture) - Tell the audience you'll discuss the following points:

- a. Talk about logistics involved in finding a location for a speech, advertising the speech, and bringing materials for the speech.
- b. Talk about writing and preparing the speech.
- c. Talk about how to give the speech.

(Logistics)

- a. Pick a location to make the speech
 - * pick a spot where lots of people know and are familiar with such as a church, community center, school, or library
 - * two types of groups where could give speech and must do outreach differently depending on which type of group
 - one type of group is where speaker organizes the meeting herself (like her workplace or apartment building)
 - another type of group is where speaker is invited to speak (like a church or some support group)
- b. Advertise the speech
 - * make a flyer announcing the speech and highlighting the major points
 - * distribute the flyers to places where immigrants are such as churches, apartment buildings, laundry mats, stores, community centers, libraries, and schools
 - * try to get the speech announced on the radio as a public service announcement which many radio stations do for free
- c. Make handouts on key points to distribute at the speech like what was discussed during the naturalization and outreach sessions earlier in this training
- d. Bring butcher paper, flip chart, video equipment and anything else you'll need to use during the speech. Often people understand what the speakers' points are if they can be reinforced by a video or written on butcher paper or a flip chart so everyone can see the points as well as hear them.

(Writing and Preparing the Speech)

a. Tell the lay advocates the following: All of us have given speeches before. Some of us have given speeches to groups of people in formal settings and all of us have given speeches in informal settings. We may not even consider many of the speeches we give to really be speeches, but they are. When we talk to children about doing their homework, we are giving a speech. When we return clothes that are too big or have a defect, we are giving a speech to the store manager or whoever else we are trying to convince. Although today we will focus on giving formal speeches to people, part of the process is somewhat similar to what all the participants already know and do.

b. Pick a topic on which to speak. It should be a topic which you feel comfortable speaking on as well as a topic people would be interested in hearing about. Examples of topics include: naturalization, combating the anti-immigrant myths, and Know Your Rights.

c. Research the speech and the audience.

* If the speech is on a topic which you don't know very much about, research it. Often the best way to research is to ask around and see if anyone you know has some information about the topic or has done a presentation on it in the past. Sharing this type of information is an important and efficient way to prepare for a presentation. Try and build a network of people with information on immigration issues so you can continue to share information.

* Always know about your audience. Find out whether your audience will be parents of school children, teenagers, Chinese immigrants, Chicanos, naturalization eligible immigrants, senior citizens, or whatever other group to which they might belong. Investigate how many people will be present, what sorts of questions they will have, why the people in the audience will be coming to the presentation, and what they might want from you. The organizer of the presentation should be able to explain all this information to you.

d. Write the speech. Some people like to write the entire speech word for word and some people just like to write notes for it. There is no correct way; do what's best for you. There is often the following three main parts of a speech:

a. Introduction

- Introduce yourself, welcome the audience, thank the audience for coming and for inviting you to speak

- Introduce what you'll be speaking on and why you think it's important (unless that's obvious). Give them a very brief, one minute outline of the basic topics you'll be addressing. Summarize in one or two sentences what your speech is really all about. For instance, "Today we'll first talk about the major legal requirements for naturalization, then we'll discuss the application process, then the advantages and disadvantages of applying, and finally we'll discuss where you can get assistance if you want to apply. We'll also talk about why it's so important to apply for naturalization right now."

- State the purpose, reason, or thesis of the speech.

- Often it's effective to give an example or story about the topic during the introduction.

- Tell people whether or not you'll take questions during the speech or at the end.

b. Body

- This is the meat of your speech. It's the longest part of the speech and it's your opportunity to make all the points you need to make.

- Feel free to show a video or write your major points on butcher paper so everyone can read them. These tools will reinforce the points you're making in the speech.

- If appropriate, try to make the audience participate in the presentation in some way. It's often effective to ask the audience questions (e.g., How many of you have heard all the myths about what immigrants are doing to the economy in California? What do you think about these ideas?) Other ways to include the audience is to have people talk about their personal experiences on the topic and encourage them to give their comments and input about the topics.

c. Conclusion

- Summarize the major points you made during the speech and review them on butcher paper if you've written them down for the audience to see.

- Talk about any next steps. If you want to encourage people to do something after your speech (i.e., sign a petition, join an organization, apply for something, or make some type of presentation to the school board).

- Let people ask questions if you have enough time to and you feel comfortable doing it; otherwise you can give them a number to call for answers to their questions.
 - Thank the people in the audience for their patience, great comments, and questions.
- e. Practice the speech until you feel comfortable doing it. Although your family might think you're crazy, practice giving the speech aloud. It usually helps to practice in front of a mirror or with friends and family. This will not only help you deliver the speech more fluidly but practicing should also ease your nerves.

(Giving the Speech)

- a. The first thing to do during a speech is to walk up to the front, pause for a couple seconds, smile, and then start.
- b. While giving the speech, try not to read it unless you really have to. You don't have to memorize it either. It's just that if you are really familiar with the speech and have practiced it a sufficient number of times, you should be able look at the audience for a considerable part of the speech. **Eye contact with the audience** is helpful to keep the audience interested.
- c. Use **personal experiences** in the speech - talk about why this topic is important to you and to the audience. Use examples. For example, naturalization is important because it helped my neighbor immigrate her ill father to the U.S. quicker and now she can take care of him.
- d. **Speak loudly!!!** Pretend you're trying to talk to the wall which is the furthest away, on the other side of the room. Use a microphone if you think it's necessary.
- e. Make the speech as **simple and short** as possible. Always work on cutting the length down. A short speech will keep the audience interested. You can always save time at the end for questions if you want.
- f. **Always be on time.** Don't speak over your allotted time. Be prepared to start on time and, if the audience is late, be prepared to decide how long you'll be willing to wait to start.

g. **Involve the audience** as much as you can. Ask the audience questions like, " Can you hear me alright in the back?", "How many of you have heard the immigrant bashing which Governor Wilson and the others have been promoting?" ("What do you think about it", "What do you think we can do about it?"), "How many of you have ever helped anyone apply for naturalization?", or "Who has ever been interviewed by the press, t.v., or radio?" ("What was it about?", "How did it go?")

h. **Be funny and interesting if you can.** Sometimes it's hard to be funny but it isn't hard to be interesting. Think of things that would have a special interest to the audience. If you audience is a group of parents of school children, talk about things relating to the schools.

i. Try to **motivate the people in the audience to do something.** If your talking about the wave of anti-immigrant hysteria, be emotional in explaining why the hysteria is wrong and what people can do about it. Encourage others to do something about the issue you're discussing whether it be sign a petition, join an organization, or whatever else might be useful.

(Conclusion: Give a short conclusion to your lecture.)

4. **The Trainer's Model Speech:** Give a model speech of approximately ten minutes. Make sure to make it a decent example. If you want, give a bad example of a speech too (poorly prepared and boring or for whatever other reasons it can be bad) so the lay advocates can compare the two. The speech topic should be on one of the topics already discussed during the training. (20 minutes)

a. Trainer should lead a group discussion about what she did well and/or could be improved in both speeches. Trainers should try to lead the group into discussing some of the important aspects of a good speech which they already discussed during this training session. Yet, it would be great if the students came up with new points during this discussion. **The trainer should emphasize what she did during the introduction because the advocates will need to do introductions during this training Unit.**

b. The trainer should explain how the speech was organized and how she prepared it if these points were not already discussed during the group discussion.

5. **Practice Exercises on Introductions to a Speech:** During this section of the training, the lay leaders will practice giving an introduction to a speech and then the group will critique the introduction. This should be done in small groups of no more than four lay advocates and one trainer per group. If there are more than four lay advocates to a group, the exercise will take considerably longer. (55 minutes)

a. In the large group, the trainer must explain to the lay leaders that they'll be doing a practice exercise on how to present the introduction for a speech. The students can pick any topic they want and will have ten minutes to prepare a two minute introduction of a speech. Remind the students the important parts of an introduction and write this on butcher paper or the chalkboard (i.e., a welcome, thank the audience for coming and inviting the speaker, the speaker should introduce herself and what agency speaker she is from, review the agenda, say whether she'll take questions or defer them until after the speech, state the point, reason or thesis of the speech and anything else which might be necessary for the introduction of the speech).

b. Students have 10 minutes to prepare their introductions on any topic they want

c. Students practice their introductions in the small groups and the trainer leads a group critique, paying attention to the group critique rules mentioned in other parts of this training. Each introduction should be no more than two minutes and each critique no more than five minutes for a total of seven minutes per person.

6. **Homework Assignment:** Read Appendix 10-A.

UNIT 10

MEDIA WORK AND SETTING UP A PRESS CONFERENCE

Purpose:

This session is designed to teach the lay leaders the importance of media work and how to set up and conduct a press conference.

Prior Knowledge of Students:

At the prior class session, students should have been assigned to read the four page handout which is reproduced at the end of this training guide. It is found in Appendix 10-A. This session assumes the students already have a working knowledge of the naturalization requirements as well as how to conduct outreach on naturalization unless the trainer chooses a different topic for the press conference as discussed below.

Time: Approximately 3 Hours

Manner of Teaching:

Lecture, group discussion and brainstorm, and practice/role play. Since this session includes role plays and practice sessions, it is advisable to have as many co-trainers as possible so the larger group can be broken down into more manageable groups and the training can be completed in a reasonable amount of time. Usually it's advised that one trainer handle four students in the small group practice session. NOTE: The unit uses a press conference about naturalization, including a sample press release. However, the trainer should feel free to substitute a different subject that may be more appropriate for the class, especially if there is the possibility of the class participating in a real press conference.

Agenda:

1. Introduction and Overview of Agenda (5 Minutes)
2. Lecture/Discussion (55 Minutes)
3. Lecture, press conference modelled by trainers and advocates' press conference role play and critique (1 Hour and 45 Minutes)
4. Conclusion (5 Minutes)
5. Homework (10 Minutes)

Agenda:

A. **Introduction and Overview of Agenda:** Quickly review the agenda for today's training and the purpose of the training (5 minutes)

B. **Lecture and Discussion**

1. **Discussion:** Why is it helpful to do media work about immigration issues? (10 minutes)

(Some Possible Answers Include)

- * It's an effective way to convey information to the immigrant community about their rights.
- * There is a large percentage of immigrants who watch and listen to news on foreign language and English television.
- * It's an effective way to convey to the immigrant community the importance of organizing to fight for the rights of immigrants as well as others.
- * It's an effective way to convey accurate information to the general public about the role of immigrants in our society and counter the inaccurate and distorted information about immigrants put forward by politicians and others.
- * It's an effective way to encourage people to take advantage of programs such as naturalization which will benefit their families as well as the immigrant community as a whole.
- * Media work can complement community outreach through meetings and fliers.

2. **Lecture/Discussion:** Quick summary of what press includes. Trainer should ask the class: **WHAT IS MEANT BY MEDIA OR PRESS?** (5 minutes) Points to be elicited include:

- * Print Media (newspapers, magazines)
 - Large, urban dailies (give local examples)
 - Smaller local papers (give local examples)
- * Television and Radio (non-print media)
 - Local stations (give examples)
 - Networks (especially CNN and PBS)
- * Foreign-language media (e.g. Spanish TV, radio and newspapers)
 - Local Stations (give examples)
 - Networks (give examples)
- * Centralized news sources (e.g. Bay City News, Associated Press)

3. **Lecture:** What is a press conference? (5 minutes)

* A press conference is an event you hold and invite the press to in order to give them important information which they will then hopefully publish (the printed press) or air (T.V. and Radio).

* Often the reason for having a press conference is to publicize an important case or issue which you think the public and the press should know about. Oftentimes, the purpose of the conference is to encourage institutions to change the way they are treating our clients. Hopefully, once the public and the press know about the issue pressure can be placed upon the institutions to help change the situation.

* You are in charge of the press conference, not the reporters. You decide when to start, what information to give them and in what form. Don't let them take over.

* A press conference is completely different from an interview with the press. During an interview, the press usually contacts you because you have access to information about a special issue of interest to the press. Often, an interview is set up so that you and one member of the press are the only ones present and your job is to answer the questions asked by the reporter.

4. **Lecture/Discussion:** Deciding Whether and How Press Work Will Be Helpful For Your Issue (15 minutes)

Issues to discuss include:

* Will press work be helpful? To whom? Why? Who will it affect? Could it potentially damage us or our allies?

Example: A woman is seriously exploited in her job. The woman is undocumented. An agency trying to help her has to decide whether doing a press conference will be helpful, or whether it might risk bringing her to the attention of the INS.

* Decide exactly what aspect of the issue to feature, and pick an appropriate and sympathetic example to use to illustrate it to the press.

Example: A four year old may be a more appealing and sympathetic news story than an adult with criminal problems. Often you want something or someone sympathetic.

* Will the press be interested in the issue? One way to find out is by calling someone from the press and asking. This is especially true if you have already established a contact within the press.

* Will publicizing the issue offend someone who could actually help you get what you want?

Example: An agency decides to do a press conference criticizing the principal of a school for expelling a student. However, the agency was not aware that the PTA had taken on the student's cause and that the PTA felt that the principal was about to change her mind regarding the student. After the negative publicity, the principal decides to stand her ground. It is usually best to investigate the issues, the people concerned, and what else is being done prior to going ahead with the conference if you can.

* Decide whether you have the resources to do the press conferences. For example, is there a person you can get to participate in the conference who will be directly impacted by the issue? Do you have sufficient space to hold it? Do you have the personnel resources to write a press release, distribute it, call press contacts, and do any necessary follow-up work?

* Decide whether the press conference or press contact should include media representatives from other media which speak other languages besides English. If so, you need to decide whether to do the press conference in English and the other language, whether to have separate conferences, and who will translate if the person you want to speak does not speak English.

5. **Lecture: Timing and Location of the Press Conference** (5 minutes)

* **Timing:** Hold the press conference at a time when something significant is happening related to your issue -- a "hook".

Example: In 1994 lots of people are eligible for naturalization because of amnesty and lots may want to naturalize because of the anti-immigrant sentiment and the Green Card Replacement Program. Additionally, 1994 was the year the INS announced it would promote citizenship.

* **Time of Day:** In the morning, before 11:00 a.m. if possible so that newspapers have time to write up their stories.

* **Location:** Pick somewhere that will help the press understand the story and make the issue vivid to them, especially if you want pictures or want to have them film the story. For example, a press conference about dilapidated housing might be better held in the housing itself, rather than an agency office. You also want to try to have it where it is easy for people affected by the issue to talk.

C. Contacting the Press (10 minutes)

1. A press release informs the media that it will be taking place. The press release can be as short as a single page. (See Appendix 10-B.)
2. The heading and first paragraph should state the subject of the press conference and should contain the "hook".
3. The second paragraph can go into more details, and should include a brief quote from someone from the community.
4. Contact names and phone numbers should be listed at the end of the release.
5. After writing the press release, send out copies to the press by fax or mail.
6. Then follow them up with phone calls.

* If you know of a particular correspondent you think might be especially interested in your story, contact him before contacting the rest of the press. Offer him earlier access to your story in exchange for his agreement to write a more in-depth story on the story.
7. Call members of the press the morning before the press conference to remind them that it will be taking place.

D. Lecture, Model Press Conference, Role Play, and Critique: The Day of the Press Conference (1 hour and 45 minutes)

1. Before beginning the role play, the trainer should make the following points:
 - a. On the morning of the conference, one would ordinarily make some more calls to press contacts.
 - b. Ordinarily one would have prepared a press packet for reporters prior to the press conference, including background material on the story and articles relating to the story from other newspaper articles. The packet can range from three to ten pages.
 - c. The press conference should start on time.
 - d. Remember, that ordinarily one would have any person or family affected by the problem or issue attend the conference; they are the stars of the show.
 - e. Speakers will make brief presentations. The press can ask questions. You should leave lots of time for questions.

f. Stay focused on the key point you want to raise concerning the issue and keep repeating it as often as possible. (i.e. Now's the time to naturalize because of the vast numbers of people who are eligible and because it's an important way to combat the rise in anti-immigrant activity.)

g. One would normally get a list (or collect the cards) of the reporters attending for follow-up.

h. If you have a press conference with more than one person doing the talking, you must make sure to introduce the next speaking and make the transition easy for her and the press in the audience.

i. Remember what a press conference is?

- * A press conference is an event you hold and invite the press to in order to give them important information which they will then hopefully publish (the printed press) or air (T.V. and Radio).

- * Often the reason for having a press conference is to publicize an important case or issue which you think the public and the press should know about. Oftentimes, the purpose of the conference is to encourage institutions to change the way they are treating our clients. Hopefully, once the public and the press know about the issue pressure can be placed upon the institutions to help change the situation.

- * You are in charge of the press conference, not the reporters. You decide when to start, what information to give them and in what form. Don't let them take over.

- * A press conference is completely different from an interview with the press. During an interview, the press usually contacts you because you have access to information about a special issue of interest to the press. Often, an interview is set up so that you and one member of the press are the only ones present and your job is to answer the questions asked by the reporter.

2. The format of this role play will vary depending on whether you are doing real or a simulated press conference. In preparation for a real press conference, the trainer will model the presentation, and then the students who will be making the presentation will practice in front of the group. The students will then make the actual presentation at the press conference. Other students will be assigned other roles (e.g. making phone calls to the press, making and distributing press packet, getting a list or cards of the reporters who attend).

3. For the simulated press conference:
 - a. The class divides into groups of four. Each groups will participate in a different press conference, and each group should have a co-trainer assigned to it. The trainer will act as the reporter.
 - b. The trainer hands out the press conference issue to each group. (See Appendix 10-C, also reproduced below, for a sample but you can, of course have the conference on any issue you think is best.) The groups have 20 minutes to assign roles and prepare for the conference. The issue for the press conference is the following:

Centro Bilingue, a small non-profit grassroots immigrants rights organization in East Palo Alto, California, is about to kick off its big naturalization campaign. The first informational meeting about naturalization is coming up on Saturday, May 7, at 10:00 a.m. in Centro Bilingue (2450 Ralmar Avenue in East Palo Alto). After that, there will be a meeting on naturalization on the first Saturday of every month at 10:00 a.m. For more information, people can call 325-3161. In the weeks following that meeting, workshops will begin where people can prepare their application packets for naturalization at a low cost. You are doing excellent jobs volunteering with Centro Bilingue to help do outreach and workshops on naturalization. You want to tell people how they can naturalize, why it is important, and let them know about the meeting so that they can get started in the process. You decide to hold a press conference as one way of getting your message out to the public.

4. Before the groups begin to prepare, the trainer should take five minutes to go over general helpful information for all the groups:
 - a. There are four advocates on each team and each advocate gets a role in the press conference (if less than four on a team then combine roles). In a real press conference maybe some people wouldn't get a role, depending on the circumstances. A trainer will play the role of the press person while the four advocates are the ones who are actually holding the conference. The point of the press conference is to tell the press three different and very important facts:
 - * The Basic Issues One should Consider prior to Naturalizing
 - * The Basic Legal Requirements for Naturalization
 - * Make an Announcement about Centro Bilingue's Naturalization Kick Off which is Upcoming
 - b. If the press conference is on naturalization, the roles break down as follows (each role gets the amount of time written in parentheses to make her presentation):

* **The Master of Ceremonies.** This person must introduce the agency putting on the press conference, the reason why there is a press conference, and the agenda of the press conference. For instance, he might say, "We're from Centro Bilingue in East Palo Alto. We're here today to talk about the importance of naturalization, the basic legal requirements, and the considerations one takes into account before deciding to naturalize. We're also going to announce a special program that Centro Bilingue will be organizing around naturalization." Then, he must introduce the next speaker. **(3 Minutes)**

* **The Reviewer of the Issues to Consider When Applying for Naturalization.** This person is in charge of stating the most important considerations one makes when deciding whether or not to become a citizen. This should include both positive and negative considerations. Examples include: the right to vote, not be deported, and travel on a U.S. passport. Then, she must introduce the next speaker. **(5 Minutes)**

* **The Reviewer of the Naturalization Requirements.** This person is in charge of briefly reviewing the most basic requirements for becoming a citizen. He should hand out the naturalization requirements sheet. (See Appendix 10-D.) The ones with a star by them are ones that generally apply to the most people. These are the ones that should be stated in a short press conference such as this one. The requirements should be discussed very quickly and without any detail. Then, he must introduce the next speaker. **(10 Minutes)**

* **The Person Making Announcements.** This person should announce an upcoming workshop at an organization or meeting in the community on the subject of naturalization. She must include the dates, the location, the time, and the telephone number for more information. **(2 Minutes)** Then she should open it up for questions from the press.

5. The trainer and a co-trainer should spend 20 minutes modelling the simulated press conference

6. Each group should do their press conferences for approximately 20 minutes and then the co-trainer assigned to each specific group should spend 10 minutes asking questions.

7. The co-trainers should lead a quick 10 minute critique of the press conference. Please see the introduction to this manual for a summary of how to do a critique.

8. Review the Agenda of the Press Conference with the Advocates:

* Preparation Time - 20 Minutes

* Master of Ceremonies - 3 Minutes

* Consideration - 5 Minutes

- * Basic Legal Requirements - 10 Minutes
- * Announcement of Naturalization Kick Off - 2 Minutes
- * Questions by the Press - 10 Minutes
- * Critique - 10 Minutes

E. **Conclusion:** (5 minutes)

A number of organizations have information regarding press information which is useful. (The trainer tells students about local organizations.) There is also the media coordinator at the National Forum (202-544-0004) who can be very helpful. Feel free to call the National Forum or another expert in the field of doing press conferences.

F. **Homework:** (10 Minutes)

As homework the students must prepare a 10 - 15 minute speech on any topic they want. Suggested topics include: any aspect of naturalization, ways to combat the anti-immigrant myths, and Know Your Rights. The speech should include an introduction, body and conclusion. They can work with others from the class but each one will have to do his or her own speech at the next training session. They should practice the speech in front of others before the next training session if they can and they must time it to see how long it takes.

APPENDIX 10-C

Centro Bilingue, a small non-profit grassroots immigrants rights organization in East Palo Alto, California, is about to kick off its big naturalization campaign. The first informational meeting about naturalization is coming up on Saturday, May 7, at 10:00 a.m. in Centro Bilingue (2450 Ralmar Avenue in East Palo Alto). After that, there will be a meeting on naturalization on the first Saturday of every month at 10:00 a.m. For more information, people can call 325-3161. In the weeks following that meeting, workshops will begin where people can prepare their application packets for naturalization at a low cost. You are doing excellent jobs volunteering with Centro Bilingue to help do outreach and workshops on naturalization. You want to tell people how they can naturalize, why it is important, and let them know about the meeting so that they can get started in the process. You decide to hold a press conference as one way of getting your message out to the public.

UNIT 11

PUBLIC SPEAKING PRACTICE (SESSION II) AND GRADUATION CEREMONY

Purpose:

This session is designed to help the lay leaders improve their public speaking skills. Although the lay leaders will be practicing their public speaking on specific issues, the goal of this session is to help them improve their public speaking ability no matter on which issue they speak. For the purposes of this training session, speaking to groups of people as well as to individuals will be considered public speaking.

During this Unit, students will present a 10 - 15 minute speech on a topic which they have already chosen and practiced.

Prior Knowledge Of Students:

This Unit must be taught at some point in time after Unit 9. Additionally, this training session should not be taught out of context but with some of the other training topics (such as naturalization and combatting the immigrant bashing) in mind so this Unit isn't taught in a vacuum. Prior to this session, advocates must have completed a sufficient number of the other sessions in this training to be able to have enough information on which they can practice their public speaking skills. Thus it is suggested that you present Units 2, 4, 5, 6, 7, 8, and 9 prior to presenting this Unit.

Time: Approximately two - three hours. Two hours should be sufficient if you have groups of three or four lay advocates working with one trainer. If the groups are larger, then the time will increase.

Teaching Methodology:

This session will include a small group practice done by each advocate. There should be one trainer for each three - four advocates to allow ample time for every advocate to practice speaking and to participate in critique.

Agenda:

Introduction and Overview of Agenda (5 Minutes)
Student Speech Practices by Lay Advocates (2 - 3 Hours)
Graduation Ceremony and Party (Unlimited Time)

1. **Short Practice Speeches by Lay Advocates:** All the lay advocates will be given an opportunity to give short speeches. The students should have prepared their speeches as homework assignments as instructed from the previous session. (2 hours)

a. The lay advocates each give 10 - 15 minute speeches. The speeches can cover any topic the advocate chooses.

b. After each speech, the group should discuss the speech, the good points and the ways in which it could be improved (please see the general discussion about critiques in the introduction to the training). Each critique should take between 10 - 15 minutes.

2. **Graduation Ceremony and Party (Unlimited Time)**

UNIT 12

ADVANCED LEADERSHIP TRAINING CURRICULUM

TRAINING OTHERS, PART 1

Purpose:

The two days of Advanced Leadership Training are designed to serve two purposes.

First, the training reviews the material set forth in the basic 30-hour leadership training curriculum (Units 1 - 11 of this manual). That part of the curriculum covered both skills (such as brainstorming, public speaking, conducting outreach) and issues (such as naturalization, myths and facts about immigrants, U.S. culture) which better enable immigrants to engage in community leadership and advocacy. While student trainers (the name we are giving to the student trainers in this training) will have drawn upon portions of that curriculum in carrying forth their community outreach events, these two advanced sessions serve as a review of the leadership training as a whole. The format of the training is designed to enable the student trainers to practice various skills while reviewing various issues already familiar to them.

Second, the sessions will prepare student trainers to teach the same issues and skills to a second, new training group ("Group II"). The student trainers should therefore be assigned presentations which they will be able to repeat as part of the Group II training.

Prior Knowledge of the Students: They must have participated in the basic 30-hour leadership training, or must be knowledgeable and skillful community members who have been provided with information outlining the content of the basic leadership training program.

Prior Preparation by the Students:

It is important to give student trainers advance notice that they will be responsible for facilitating parts of the training. This will enable the student trainers to practice their presentations in advance. In order to insure that student trainers are comfortable with their own capacity to carry forth their presentations (at this training as well as the Group II training), the trainers should try to tailor the responsibilities to the student trainers' interests and abilities, and should be available to assist the student trainers in preparing their presentations.

For this training session, advocates must be assigned presentations corresponding to agenda items IV, VI, and VII.

Time: Approximately 3 hours and 30 minutes

Manner of Teaching: This session will use a combination of lecture, small group work, discussion, and student practice.

Materials Needed: In general, chalkboard and chalk, or butcher paper and markers; pen and paper for student trainers who wish to take notes. For the exercise on brainstorming, the trainer should list the basic principles of brainstorming on a piece of butcher paper. (See agenda item IV below.) For the exercise on evaluating, the trainer should list the rules for peer evaluating on a piece of butcher paper. (See agenda item V below.)

Agenda:

- I. Introduction and Overview of the Agenda (10 minutes)
- II. Introductions of Student trainers and Their Recent Activities (30 minutes)
- III. Lecture on Teaching Techniques and Student Roles in the Group II Training (45 minutes)
- IV. Trainer Discusses Brainstorming Techniques and Student Trainer Models
Brainstorming Techniques (30 minutes)
Brainstorm Topic (To be led by Student Trainer): What You Learned During the Last Training
Break (15 minutes)
- V. Trainer Models Evaluation of the Brainstorm and Discusses Evaluating in General (20 minutes)
- VI. Student Trainers Lead Small Group Practice
Topic: Outreach (25 minutes)
Evaluation Led by Student Trainers (15 minutes)
- VII. A Student Trainer Leads Evaluation of Today's Training Session (10 minutes)
- VIII. Trainer Offers Concluding Remarks and Previews the Upcoming, Second Session (10 minutes)

I. Introduction and Overview of the Agenda (10 minutes)

A. Welcome everyone, thank them for coming. Quickly review the agenda and reaffirm that student trainers are prepared to present their subjects.

B. Briefly review the purpose of the meeting: to review the issues and skills covered in the 30-hour training and to prepare for teaching Group II. (see "Purpose" above)

II. Introductions of Student trainers and Their Recent Activities (30 minutes)

A. Go around the room and have each person introduce herself and say something about what she has been doing since the last training session. In particular, she should describe the presentations or other community outreach work she has performed in the last several months.

B. If a participant has trouble detailing her activities, the following questions might help to elicit the information. "How have you shared the information you learned with others in the community?" "Have you practiced speaking in public since the last time we met?"

III. Lecture on Teaching Techniques and Student trainers' Roles in the Group II Training (45 minutes)

A. In this section, the trainer will outline, in detail, the Group II training, the roles the student trainers will have in the Group II training and outreach programs, and how the student trainers can apply their new teaching skills to their work in the community. Additionally, this lecture will provide a review of the teaching techniques and the philosophies behind the training.

B. First, explain to the student trainers that they will be the trainers for the upcoming Group II training sessions. Each of them will be responsible for presenting/facilitating a discussion on a subject covered in the 30-hour training which they previously went through. In addition, they will be helping the Group II student trainers with the planning, practice and execution of their outreach activities and presentations.

C. Next, remind the student trainers of the importance of following a common teaching strategy. This strategy is the same that was followed in their initial training and which is based on the following philosophy:

1. Experience is the best teaching tool. These training sessions are meant to provide basic information, but most of the learning comes through practice and experience. Student trainers are expected to practice what they learn both in and outside the classroom.
2. Everyone's opinion matters. Each participant's contributions are just as important as the trainer's.
3. All student trainers must be included in group activities.
4. The goal of the training is to help student trainers to develop and practice some skills necessary to become leaders in their communities. These skills include:
 - a. undertaking outreach for a meeting/event
 - b. convincing people to attend a meeting/event
 - c. public speaking
 - d. organizing, setting an agenda, and helping facilitate a meeting
 - e. organizing a press conference
 - f. working in teams to accomplish tasks

5. Participant-centered training. The focus of the training is always on the student/participant rather than the trainer. The student trainers should be as actively involved in the sessions, if not more so, as the trainer.

D. Remind the student trainers that they are expected to practice what they will present to the Group II trainees. In particular, it is very important to remind them that role plays are valuable and effective teaching tools **only if** they are practiced beforehand. The presentations they will be giving during the two advanced training sessions are part of their practice for the Group II training. They can practice by themselves in front of a mirror, before family, friends or the trainers. When practicing, they should keep an eye on the time. They should also come to their presentation prepared to use visual aids or to distribute any handouts or other learning materials.

E. Review the basics of small-group facilitation:

1. Try to make everyone feel comfortable in expressing their experiences and opinions. This will require facilitators to try to avoid labeling ideas as "right" or "wrong." Instead, acknowledge the validity of each comment.

2. Try to be as least intrusive as possible, allowing the student trainers to run the discussion themselves.

3. Respect time limits. It is important to stick to the agenda in order to complete the training.

4. Encourage the active participation of all group members.

F. Lastly, remind the student trainers how important it is that they show enthusiasm and motivate the students to become leaders, to participate in the training sessions, to do all the homework for the training, and to do outreach. If the trainers are enthusiastic, the trainees will be motivated to work and to learn.

IV. Trainer Discusses Brainstorming Techniques and Student Trainer Models

Brainstorming Techniques (30 minutes)

Topic: What You Learned During the 30-hour Training

A. This exercise should be a model for brainstorming techniques. The objective in brainstorming is to elicit from the group a large number of uncensored thoughts around a certain topic or question. A good brainstorming session is fast-paced, and responses should flow freely so that each participant feels comfortable presenting his/her suggestions.

B. Prior to this exercise, list the following basic principles of brainstorming on a piece of butcher paper. Before starting the brainstorm, explain each of the principles.

Place the list in a location for all student trainers to see and refer to it as you go through the brainstorm.

1. Begin with a general question
2. Record the ideas without censoring
3. Define and summarize suggestions offered
4. Keep the brainstorm moving along

C. **Student Trainer Must Begin with a general question.** Begin this brainstorm with the following question: What did you learn during the initial training?

D. **Record the ideas without censoring.** No idea should be considered wrong or "off-topic." Write each thought on a blackboard or on butcher paper.

E. **Define and summarize suggestions offered.** If student trainers say something that is vague, ask a defining question about what is meant. Summarize lengthy or vague statements into a few phrases. In summarizing suggestions, it will help to attempt a brief restatement, asking the student trainers whether this restatement serves as an accurate summary of what they are saying.

F. **Keep the brainstorm moving along.** If the group runs out of ideas or responses, ask a question that might elicit further ideas.

G. After the brainstorming session, do a final review of the various brainstorming principles and techniques with the student trainers.

V. Trainer Models Evaluation of the Brainstorm and Discusses Evaluating in General (20 minutes)

A. Evaluations should help the participant improve his/her performance. It is important to stress that the practice is cooperative and not competitive. The better each participant is, the greater the benefit to the community.

B. Prior to this exercise, list the following rules of peer evaluating on a piece of butcher paper. Before starting the evaluation, explain each of the principles. Place the list in a location for all student trainers to see and refer to it as you go through the evaluation. The rules on critiquing others are:

1. Allow the person giving a presentation to evaluate his/her own performance
2. Always start with the positive
3. Make specific suggestions for improvement
4. Summarize the major points

C. **Allow the person giving a presentation to evaluate his/her own performance.**

This technique will often provide an openness for others to be able to make helpful suggestions and identify the presenter's positive skills. In addition, the presenter will feel less defensive about others' comments. At this point, the trainer should give a short evaluation of his own performance in presenting the brainstorming exercise.

D. **Always start with the positive.** Begin an evaluation with a discussion of as many positive aspects of the performance as possible. Remember that this practice is cooperative and not competitive.

E. **Make specific suggestions for improvement.** Discuss negative aspects with specific suggestions of "what may be improved" or "what might be done differently." Do not use the word "bad." No personal attacks are permitted. Limit these suggestions to the most important few so the person is not overwhelmed and can work on improving her performance.

F. **Summarize the major points** (both praise and suggestions) at the end of the evaluation.

G. After modeling the evaluation, discuss the techniques of the process and review how and when they were used in the model.

VI. Student Trainer Leads a Small Group Practice

Topic: Outreach (25 minutes)

Evaluation (15 minutes)

A. This exercise is meant to review techniques for conducting outreach to a community for an upcoming outreach event. Although this exercise focuses on outreach for a meeting on naturalization, the skills are transferrable to outreach for a meeting on almost any topic.

B. Break the larger group into smaller groups of about five or six people each. One pre-selected student trainer in each group should be prepared to play the role of trainer for this exercise. The student trainer will perform either of the following role plays, taken from Unit 4 of the initial training program. Before this training session, emphasize to the student trainer the extreme importance of practicing role-plays.

1. **Role Play "A":** How to convince somebody to host a meeting on naturalization (i.e., the introductory conversation).

Summary: The student trainer doing the role play should choose a participant who can play the role of a priest, a school administrator, or an administrator at a community center, library, park or something like that. The student trainer should explain to the other student trainers what role the other person in the role

play is playing. Then the student trainer should start the role play by introducing herself to the priest (or whatever the role is which the other person is playing) either over the phone or in person. Then the student trainer can explain what group she's from, what positive things the group does and what the group is all about, what the purpose of the meeting she wants to have is, how the meeting is important to the community, and what the members of the community would get from attending the meeting. She should make sure to try to get a commitment from the priest as to exactly what day and time would be good to have the meeting.

2. **Role Play "B"**: How to convince people to come to the meeting.

Summary: The student trainer plays the role of someone in the community trying to convince other community members to come to a meeting on naturalization. The student trainer must choose one of the other students to play the role of a community member who may or may not have an interest in coming to the meeting. The community member will be a member of a church (for example) where the meeting will be held next week and the student trainer will try to convince her of the importance of the meeting. Thus, the student trainer must start by introducing herself. Then she must explain what group she's from, the positive aspects of the group, what the purpose of the meeting is, when it is, how the meeting is important to the community, and what the community member, her family and friends would get from the meeting. Finally she should give the community member a copy of a flyer announcing the meeting and try and get a commitment from her to come to the meeting.

C. After the role play, the student trainer should explain what she did during the role play. She should emphasize the importance of practicing how to convince somebody to host/attend a meeting, and what the conversation should consist of (that is, the person should introduce herself, explain what group she's from, the purpose of the meeting, how the meeting is important to the community, what the participant would get from the training, and, lastly, the fact that she tried to get a commitment from the other person in the role play). The group might also want to discuss other ways to convince someone to host/attend a meeting.

D. Allow at least one other student in the group try the role play after the first student models it.

E. Within each of the small groups, have a student lead an evaluation of the role plays. Student trainers should evaluate each other on what they did well during their practices and what could be improved.

VII. One Student Trainer Leads Short Evaluation of Today's Training Session (10 minutes)

VIII. Trainer Offers Concluding Remarks and Previews the Upcoming, Second Session (10 minutes)

A. Thank everyone for participating in the session, particularly those who gave presentations.

B. Preview the topics to be covered by the upcoming second session and remind student trainers of their assignments for that session.

UNIT 13

ADVANCED LEADERSHIP TRAINING CURRICULUM

TRAINING OTHERS, PART 2

Purpose:

The two days of Advanced Leadership Training are designed to serve two purposes.

First, the training reviews the material set forth in the basic 30-hour leadership training curriculum (Units 1 – 11). That part of the curriculum covered both skills (such as brainstorming, public speaking, critiquing) and issues (such as naturalization, myths and facts about immigrants, U.S. culture) which better enable immigrants to engage in community leadership and advocacy. While student trainers will have drawn upon portions of that curriculum in carrying forth their community outreach events, these two advanced sessions serve as a review of the leadership training as a whole. The format of the training is designed to enable the participants to practice various skills while reviewing various issues already familiar to them.

Second, the sessions will prepare student trainers to teach the same issues and skills to a second, new training group ("Group II). The student trainers should therefore be assigned presentations which they will be able to repeat as part of the Group II training.

Prior Knowledge of the Students: They must have participated in the basic 30-hour leadership training, or must be knowledgeable and skillful community members who have been provided with information outlining the content the basic leadership training program.

Prior Preparation by the Students:

It is important to give student trainers advance notice that they be responsible for facilitating parts of the training. This will enable the student trainers to practice their presentations in advance. In order to insure that student trainers are comfortable with their own capacity to carry forth their presentations (at this training as well as the Group II training), the trainers should try to tailor the responsibilities to the student trainers' interests and abilities, and should be available to assist the student trainers in preparing their presentations.

For this training session, student trainers must be assigned tasks corresponding to agenda items II (one participant leading discussion, one participant leading evaluation), III (one participant leading evaluation), and IV, V, and VI (student trainers leading discussions, and evaluations for each small group for each of these three sections).

Time: Approximately 4 hours and 15 minutes

Manner of Teaching: This session will use a combination of lecture, small group work, discussion, and participant practice.

Materials Needed: In general, chalkboard and chalk, or butcher paper and markers; pen and paper for student trainers who wish to take notes. Butcher paper listing the rules for peer evaluating should be made available for each small group. (See Unit 12 of this training, agenda item V.) For the lecture on immigration reforms, the trainer should prepare an outline of the lecture on a piece of butcher paper. (See agenda item IV below.) For the exercise on naturalization, the participant-trainers may wish to prepare outlines on a piece of butcher paper in advance. (See agenda item V below.) The trainer might want to prepare a large calendar as a master calendar (See agenda item VII below.)

Agenda:

- I. Introduction and Overview of the Agenda (10 minutes)
- II. Participant Leads a Whole Group Practice
Topic: US Culture (25 minutes)
Evaluation (15 minutes)
- III. Participant Leads a Whole Group Practice
Topic: Up date on Immigration Reforms and What To Do About Them (25 minutes)
Evaluation (15 minutes)
- IV. Student trainers Lead Small Group Practice
Topic: Public Speaking (20 minutes)
Evaluation (15 minutes)
- V. Student trainers Lead Small Group Practice
Topic: Naturalization (20 minutes)
Evaluation (15 minutes)
- VI. Student trainers Lead Small Group Practice
Topic: Saying "I don't know" (20 minutes)
Evaluation Led by Students (15 minutes)
- VII. Finalize Schedule (40 Minutes)
- VIII. Evaluation and Wrap Up (15 minutes)

- I. Introduction and Overview of the Agenda (10 minutes)

Welcome everyone and thank them for coming. Quickly review the agenda.

- II. Participant Leads a Whole Group Practice
Topic: The Importance of Understanding U.S. Culture and Using this Knowledge In
Our Work (25 Minutes)

Evaluation (15 minutes)

A. This brainstorm/discussion is to be led by a participant. During this section the participant should lead a discussion based on the following questions from Unit 1 of the initial training curriculum. The participant should introduce the questions by stressing that this exercise is not meant to indicate that one way of doing things is better than another, but rather to prepare each other to advocate for immigrants and to help recent immigrants better survive and succeed in what may be a strange environment. Ask the group to brainstorm and respond to the following questions:

1. What kinds of behavior do North Americans value?
2. What social customs or institutions do North Americans value?
3. What are the differences between the U.S. and your country of origin?
4. What are the U.S. customs you would tell a recent immigrant to aware of?

B. The participant should record what she hears on a chalkboard or butcher paper.

C. The participant should then work with the group to develop a list entitled: What we would tell someone just arriving in the U.S. - the basic survival rules.

D. To conclude, the participant should emphasize that an effective leader is able to share information about the society in which he/she lives. This allows people to adapt or cope with cultural differences and expectations more easily and allows them to be more successful.

B. Evaluation of the brainstorm/discussion led by a participant.

III. Participant Leads a Whole Group Practice

Topic: Update on Immigration Reforms and What To Do About Them (25 minutes)

Evaluation (15 minutes)

A. This session should serve as a model of a good lecture and discussion. Include and closely follow a written agenda.

B. This lecture and discussion, by a trainer, should focus on proposed changes in immigration laws or on current anti-immigrant sentiment. If discussing a new piece of legislation, the lecture should include a brief overview of the new proposals, where it is in the legislative process, and who its major proponents are. If the lecture concerns anti-immigrant sentiment, it should focus on relatively new arguments or tactics and explain who is articulating this point of view. You may want to bring in newspaper articles, video clips, or restrictionist propaganda (like fliers or advertisements) to illustrate the argument.

C. Most of this section should be a discussion of responses to the proposed legislation or an examination the anti-immigrant arguments. Begin with a summary of responses and activities of other advocates in the area across the country. Then ask the student trainers for their thoughts on the new proposals/sentiments and suggestions for actions they could take. Record their suggestions on the board or on butcher paper.

D. Evaluation led by a participant.

IV. Student trainers Lead Small Group Practice

Topic: Public Speaking (20 minutes)

Evaluation (15 minutes)

A. This exercise is meant to review techniques for effective public speaking. Break the larger group into smaller groups of about five or six people each. Prior to this training session, select student trainers (one for each small group) to prepare the following lecture on preparing and writing a speech (based on Unit 9, section 3 of the initial training curriculum). Have each of these student trainers give his or her presentation to one of the small groups.

B. Lecture on Preparing and Writing a Speech.

(Introduction to the Lecture) - Tell the audience you'll discuss the following points:

1. Logistics involved in finding a location for a speech, advertising the speech, and bringing materials for the speech.
2. Writing and preparing the speech.
3. How to give the speech.

(Logistics)

1. Pick a location to make the speech

* pick a spot where lots of people know and are familiar with such as a church, community center, school, or library

* two types of groups where could give speech and must do outreach differently depending on which type of group

- one type of group is where speaker organizes the meeting herself (like her workplace or apartment building)

- another type of group is where speaker is invited to speak (like a church or some support group)

2. Advertise the speech

- * make a flyer announcing the speech and highlighting the major points
 - * distribute the flyers to places where immigrants are such as churches, apartment buildings, laundry mats, stores, community centers, libraries, and schools
 - * try to get the speech announced on the radio as a public service announcement which many radio stations do for free
3. Make handouts on key points to distribute at the speech
 4. Bring butcher paper, flip chart, video equipment and anything else you'll need to use during the speech. Often people understand what the speakers' points are if they can be reinforced by a video or written on butcher paper or a flip chart so everyone can see the points as well as hear them.

(Writing and Preparing the Speech)

1. Tell the student trainers the following: All of us have given speeches before. Some of us have given speeches to groups of people in formal settings and all of us have given speeches in informal settings. We may not even consider many of the speeches we give to really be speeches, but they are. When we talk to children about doing their homework, we are giving a speech. When we return clothes that are too big or have a defect, we are giving a speech to the store manager or whoever else we are trying to convince. Although today we will focus on giving formal speeches to people, part of the process is somewhat similar to what all the student trainers already know and do.
2. Pick a topic on which to speak. It should be a topic which you feel comfortable speaking on as well as a topic people would be interested in hearing about. Examples of topics include: naturalization, combating the anti-immigrant myths, and Know Your Rights.
3. Research the speech and the audience.
 - *If the speech is on a topic which you don't know very much about, research it. often the best way to research is to ask around and see if anyone you know has some information about the topic or has done a presentation on it in the past. Sharing this type of information is an important and efficient way to prepare for a presentation. Try and build a network of people with information on immigration issues so you can continue to share information.
 - *Always know about your audience. Find out whether your audience will be parents of school children, teenagers, Chinese immigrants, Chicanos, naturalization eligible immigrants, senior citizens, or whatever other group to which they might belong. Investigate how many people will be present, what sorts of questions they will have, why the people in the audience will be coming to the presentation, and what they might want from you. The organizer of the presentation should be able to explain all this information

to you.

4. Write the speech. Some people like to write the entire speech word for word and some people just like to write notes for it. There is no correct way; do what's best for you. There is often the following three main parts of a speech:

a. Introduction

- Introduce yourself, welcome the audience, thank the audience for coming and for inviting you to speak

- Introduce what you'll be speaking on and why you think it's important (unless that's obvious). Give them a very brief, one minute outline of the basic topics you'll be addressing. Summarize in one or two sentences what your speech is really all about. For instance, "Today we'll first talk about the major legal requirements for naturalization, then we'll discuss the application process then the advantages and disadvantages of applying, and finally we'll discuss where you can get assistance if you want to apply. We'll also talk about why it's so important to apply for naturalization right now."

- State the purpose, reason, or thesis of the speech

- Often it's effective to give an example or story about the topic during the introduction.

- Tell people whether or not you'll take questions during the speech or at the end.

b. Body

- This is the meat of your speech. It's the longest part of the speech and it's your opportunity to make all the points you need to make.

- Feel free to show a video or write your major points on butcher paper so everyone can read them. These tools will reinforce the points you're making in the speech.

- If appropriate, try to make the audience participate in the presentation in some way. It's often effective to ask the audience questions (e.g., How many of you have heard all the myths about what immigrants are doing to the economy in California? What do you think about these ideas?) Other ways to include the

audience is to have people *talk about their* personal experiences on the topic and encourage them to give their comments and input about the topics.

c. Conclusion

- Summarize the major points you made during the speech and review them on butcher paper if you've written them down for the audience to see.

- Talk about any next steps. It you want to encourage people to do something after your speech (i.e., sign a petition, join an organization, apply for something, or make some type of presentation to the school board).

- Let people ask questions if you have enough time to and you feel comfortable doing it; otherwise you can give them a number to call for answers to their questions.

- Thank the people in the audience for their patience, great comments, and questions.

5. Practice the speech until you feel comfortable doing it. Although your family might think you're crazy, practice giving the speech aloud. It usually helps to practice in front of a mirror or with friends and family. This will not only help you deliver the speech more fluidly but practicing should also ease your nerves.

(Giving the Speech)

1. The first thing to do during a speech is to walk up to the front, pause for a couple seconds, smile, and then start.

2. While giving the speech, try not to read it unless you really have to. You don't have to memorize it either. It's just that if you are really familiar with the speech and have practiced it a sufficient number of times, you should be able look at the audience for a considerable part of the speech. **Eye contact with the audience** is helpful to keep the audience interested.

3 Use **personal experiences** in the speech - talk about why this topic is important to you and to the audience. Use examples. For example, naturalization is important because it helped my neighbor immigrate her ill father to the U.S. quicker and now she can take care of him.

4. **Speak loudly!!!** Pretend you're trying to talk to the wall which is the furthest away, on the other side of the room. Use a microphone if you think it's necessary.

5. Make the speech as **simple and short** as possible. Always work on cutting the length down. A short speech will keep the audience interested. You can always save time at the end for questions if you want.
6. **Always be on time.** Don't speak over your allotted time. Be prepared to start on time and, if the audience is late, be prepared to decide how long you'll be willing to wait to start.
7. **Involve the audience** as much as you can. Ask the audience questions like, " Can you hear me alright in the back?" "How many of you have heard the immigrant bashing which Governor Wilson and the others have been promoting?" ("What do you think about it?" " What do you think we can do about it?"), "How many of you have ever helped anyone apply for naturalization?", or " Who has been interviewed by the press, t.v., or radio?" ("What was it about?" "How did it go?")
8. **Be funny and interesting if you can.** Sometimes it is hard to be funny but it isn't hard to be interesting. Think of things that would have a special interest to the audience. If your audience is a group of parents of school children, talk about things relating to the schools.
9. Try to **motivate the people in the audience to do something.** If you are talking about the wave of anti-immigrant hysteria, be emotional in explaining why the hysteria is wrong and what people can do about it. Encourage others to do something about the issue you're discussing whether it be sign a petition, join an organization, or what else might be useful.

(Conclusion: Give a short conclusion to your lecture.)

- C. Evaluation led by a participant within the small group

V. Small Group Practice

Topic: Naturalization (20 minutes) Evaluation (15 minutes)

A. This section will also be in small groups, either the same small groups as the previous section or divide the groups differently. Prior to this training session, select student trainers to prepare a short presentation on some aspect of naturalization, such as the requirements, the risks, or the advantages/disadvantages. This information and sample presentations can be found in Appendix 2A or Unit 2 of the initial training curriculum. Have each of these student trainers give their presentation to one of the small groups.

- B. Evaluation led by a participant within the small group.

VI. Student trainers Lead Small Group Practice

Topic: Saying "I don't know" (20 minutes) Evaluation Led by Students (15 minutes)

A. Continue to work in small groups. Prior to this training session, select student trainers to prepare a presentation on the importance of saying "I don't know" to a question which they cannot answer. The trainer should help the participant-trainer to prepare a set of questions to ask *their* fellow *student trainers*. These questions are meant to elicit either a definite answer or the response "I don't know." Have each of these student trainers give his or her presentation to one of the small groups.

B. The participant-trainer should explain to the others the following: This session is designed to help you practice saying "*I don't know*" to a question which you cannot answer. As you help community members, you will be asked many such questions. It is important that you not guess the answer to any question, feel comfortable saying you don't know the answer to a question, and feel comfortable referring the community to someone who does know the answer. It is far better to give no information than wrong information. Wrong information can cause people to get deported.

C. Exercise

a. The participant-trainer can model with one of the trainers how important it is to say "I don't know" rather than give inaccurate advice or answer a question when we are not sure of the answer. This is especially crucial since our answer, if incorrect, may cause someone to be deported.

b. The proper response modeled is "I don't know" or "I don't have that information at the present time" followed by either:

* I'll check it out and get back to you or let you know next session.

OR

* Why don't you call the following number (the phone number of various agencies that can help should be given at this point) for help.

c. The participant-trainer should invite one of the other student trainers to practice. The participant-trainer asks a question that the participant knows the answer to. The participant should respond to the question with the answer. Then the participant-trainer asks a question that the participant will not know the answer to and responds hopefully by saying:

* I'll check it out and get back to you or let you know next session.

OR

* Why don't you call the following number (the phone number of various agencies that can help should be given at this point) for help.

d. The participant-trainer should mix answerable questions with unanswerable ones. The trainer should work with the participant-trainer to prepare the questions beforehand.

D. Evaluation led by a participant within the small group.

VII. Finalize Schedule (40 minutes)

A. Review with each student trainer which of the first 11 units of the training s/he wants to help present during the subsequent training which your agency is conducting. Make sure that each student trainer has enough lead time to practice and prepare for the training and to meet with lead trainer who is responsible for the training.

B. Make a master calendar. One suggestion is to prepare a large calendar in advance and then fill it in during this time.

VIII. Evaluation and Wrap Up (15 minutes)

A. Break into smaller groups of about five or six people each. Ask the student trainers what parts of today's training went well. Ask them what could be improved and how.

B. Record suggestions on butcher paper.

UNIT 14

ADVANCED LEADERSHIP TRAINING CURRICULUM Introduction to Civic Action Project's (CAPs)

Purpose:

This session is an introduction to the civic involvement and advocacy phase of the leadership training program. During this session, the trainer will explain the philosophy behind Civic Action Projects (CAPs), and will tell the participants what they can expect to do and learn over the next several months. The session outlines the basic problem-solving and group collaboration skills fostered by CAPs, thereby helping prepare participants to develop effective small-group campaigns aimed at responding to problems which affect the well-being of immigrants and their communities.

Time: Approximately 3 hours and 15 minutes.

Materials needed:

Chalkboard and chalk, or butcher paper and markers; pen and paper for participants who wish to take notes; a hand-out listing the eight problem-solving steps listed under Section II below.

Agenda (should be placed on a blackboard or butcher paper for all the participants to see):

- I. Welcome and Introduction (15 minutes)
- II. Problem-Solving Skills Exercise (1 hour)
- III. Overview of Skills which Facilitate Effective, Participatory Group Work (45 minutes)
- IV. Identifying the Civic Action Projects (1 hour)
- V. Evaluation (15 minutes)

(Note to trainer: in the sections which follow, comments directed towards the trainer appear in regular type-face; suggested comments for trainers to direct toward participants appear in italics)

- I. Welcome and Introductions (15 minutes)
 - A. Welcome everyone, thank them for coming, and briefly introduce any participants or trainers who do not know one another.

B. Introduce the purpose of today's meeting (see above).

(Trainers will need to tailor this introduction to the particular group of participants. If the group is meeting for the first time, the introduction will need to be more extensive.)

Explain the general purposes of Civic Action Projects.

Civic Action Projects have two basic purposes: (1) to provide a workshop for practicing important skills, and (2) to work on real problems facing your community.

While you are working in your small groups, you will practice and develop a wide range of leadership and advocacy skills. These skills will not really be "taught." Rather, you will be learning through doing, based on the idea that experience is the best teacher. Some of the leadership and advocacy skills you will use in these projects are: outreach, working with the media, public speaking, and participating in public forums (like a city council meeting).

While you learn and work together in your small groups, you will also be addressing important needs in your communities.

The projects are called CIVIC action projects because they are meant to address public needs by interacting with society's institutions. Some of society's institutions are governmental bodies and agencies, non-profit organizations, community groups, churches, schools, etc. For example, you might decide to form a group to address the lack of recreational services available to youth in the city, or a group to promote the hiring of more bilingual faculty and staff in the city schools.

At the end of today's meeting, participants will be asked to identify problems affecting their communities which can be addressed through small-group, collective advocacy efforts. They will then break into smaller groups which will work, over the next several months (or a more defined period of time) on civic action projects.

Today's session will prepare participants to embark upon their CAPs by outlining and examining some of the skills participants will use in: (1) determining the focus of their projects and setting project goals, (2) working together as a group to accomplish their set goals, and (3) effectively sharing and communicating their accomplishments with others.

C. Review today's agenda.

II. Problem-Solving Skills Exercise (1 hour)

- A. This section is designed to identify the basic stages of problem solving. The participants will engage in a role-playing exercise which demonstrates how these basic problem solving steps are inherent in ordinary, everyday situations. Afterwards, the participants will be encouraged to consciously go through these steps during several stages of their work in CAPs, especially when they (1) refine the project's focus, (2) set project goals, (3) take actions, and (4) reflect upon their actions.
- B. Tell the group that the first part of the session will focus on the process of problem-solving, a process important to all leadership and advocacy efforts.

Problem-solving is what we do when we try to solve a problem. The process of problem-solving comes quite naturally to all of us. We solve routine problems several times each day. For example, it's too hot in a room, we open a window. If food we order food in a restaurant comes out cold, we might decide to send it back.

Most of the time, particularly when we solve little problems like the ones just described, we do not give much thought to the process we go through. The problems and solutions are obvious and we just do what is necessary. However, sometimes the problems aren't so easy to understand and solutions are neither clear nor easy to implement. In these situations, it is useful to separate the different steps of the problem-solving process.

Understanding the basics of problem-solving helps us when the problems are more complicated. Visualizing the steps enables us to make sure that we go through each step when we have to confront challenging problems. The point is not to memorize the steps as a formula, but to keep the different stages -- and their purposes, in mind when working on your Civic Action Projects.

(Prior to this review, prepare a handout for the participants identifying the following stages of problem solving):

1. Identify the problem
2. Diagnose the problem (through research, discussion, reflection)
3. Determine alternate strategies for addressing the problem
4. Develop a plan of action
5. Prepare action(s)
6. Take action(s)
7. Critique the action(s) taken
8. Share experiences with others

Circulate the handout as you write these steps on a piece of butcher paper at the front of the room. Tell the group that in a moment, you will go through each of the steps together.

C. Role-playing exercise.

Tell the participants that they will now engage in a group role-playing exercise which will demonstrate how they already go through this process when they deal with situations in their own lives.

Set up the following scenario, which each of the group members should imagine themselves confronting:

You are a parent. After school your sons, age 9 and 10, have soccer practice with their school team. You pick them up from school when you can. Today, you have to stay home to wait for a package delivery, so your friend agrees to pick up your two sons and drop them off at home.

You have a good relationship with your sons, and after practice they usually talk to you for a few minutes about their day before going off to play, relax, or do homework. Today, after your friend drops the kids off at your curbside, your 10-year-old comes in looking furious, rushes past you and storms off to his bedroom. Your other son quickly says hello and goes into the living room to watch television.

What do you do about the situation?

Tell the group that they will now go through the steps of the problem-solving process, many of which should seem pretty natural.

1. **Identify the problem.**

Is there a problem here? (The obvious answer is yes -- the older son is very upset about something).

2. **Diagnose the problem (through research, discussion, reflection)***When a doctor diagnoses an illness, she often examines the patient first, asks him questions, and thinks things through before deciding what is causing the problem. Diagnosing other types of problems involves a similar process -- we research, discuss, and reflect upon the problem so that we have a deeper understanding of what exactly is wrong and why.*

Of course, there are a number of different ways to diagnose a problem. In this situation, there is more than one way to find out why your older son is

upset. What are some of the things you could do to find out what is wrong with your son?

Write the suggestions on the chalkboard or on butcher paper, without censoring people's comments.

Some suggestions might include:

- a. talk to your older son directly and ask him what's wrong;
- b. ask your younger son whether he knows why his brother is so angry; and
- c. call your friend who picked them up from school and ask her whether she knows anything about what is going on.

Collectively choose a strategy or set of strategies for researching the problem.

Have a trainer (or trainers) play the role of the person with the information (the older son, the younger son, the friend, etc). Have the participants collectively play the role of the parent, asking the trainer for information.¹

In answering the participants' questions, the trainer will gradually reveal that the child is upset because his soccer coach suspended him from the team after he got into a fist fight with another player: Apparently, the other boy called the son a racially derogatory name and the son responded by throwing a punch. The coach (who shares the same ethnicity of the parent and sons) scolded the other boy (of a different ethnicity) but did not take any disciplinary action. He told your son that he had to suspend him from the team because he had broken the rule against fighting with other players, explaining that this rule must be strictly enforced.

3. **Determine alternate strategies for addressing the problem.**

Ask the group for suggestions on different ways to address the problem.

Let's do a brainstorm in order to make a list of different possible strategies for addressing the problem. Brainstorming means throwing out whatever ideas you have, just getting everything out on the table without

¹ Note: if this training is administered as part of an advanced training to participants who have already worked with the trainers, the trainers might opt to prepare a few of the participants, in advance, to play the other roles present in this exercise (i.e. the sons, the coach, the principal). Such an option might make the role play more lively and participatory.

worrying whether the idea is the best possible one. Brainstorming is especially important in this stage of the problem-solving process, because it insures that we consider all possible options.

What are the things you could do in order to address, and hopefully solve the problem?

Write down all the suggestions. Some might include:

- a. talk to your son's soccer coach to see whether you can convince him to let your son back on the team;
- b. speak with the principal of the school to complain about the actions of the coach or the other boy;
- c. talk to the other boy's parents;
- d. tell your son that he was right to fight, and that you are proud of him;
- e. punish your son for fighting; and
- f. let your son deal with the consequences of his actions himself.

4. **Develop a Plan of Action.**

Developing a plan of action involves choosing a strategy or set of strategies and organizing the actions into a plan. It is very important to leave the plan open to new information and new ideas which might cause you to adjust and revise it as you go along.

For purposes of this exercise, ask the group to focus upon one aspect of an action plan: to talk to the coach in the hope of convincing him to let the son back on the team.

5. **Prepare action(s).**

Adequate preparation and practice often separates good advocates from great ones. We often fail to adequately prepare for things we do, thinking that we can just improvise. We all know what it is like to wish we hadn't acted without adequate preparation. In our Civic Action Projects, we are going to try to develop better practice habits so that we improve our skills before we apply them.

Ask the group for suggestions of what to ask the coach and what to tell the coach. Should they take a confrontational or a conciliatory tone? How do they plan to respond if the coach's reaction is unfavorable? Invite a couple of participants to actually try out a segment of their conversation --for example, the introduction, in front of the group. Ask other participants

whether they have any suggestions for improving the segment.

Does this kind of preparation feel natural to you?

6. **Take action(s).**

The trainer should play the role of the coach.² Ask one participant, perhaps one of those who practiced a segment in the preceding step, to play the role of the parent. Act out the conversation. Looking ahead to Step 7, the coach should put up some resistance, not giving in easily. However, if possible, try to make the outcome of the conversation be that coach agrees to let the son back on the team.

Many of the previous six steps should feel "natural" to you. These stages are inherent to most situations in which people try to solve complicated problems. Once again, the purpose of making them explicit is simply to make you more aware of the various stages. In this way, we increase our chances of executing each stage in a careful, thorough manner.

The two remaining steps might not feel quite as natural. This is why we have separated them (with a line) from the first six. We do not always reflect upon actions we have already undertaken, or share our problem-solving experiences with others. However, these next two steps are crucial if we hope to learn from and teach others about our problems and how we tried to solve them. Through sharing our experiences, we help ourselves and other community members solve problems better.

7. **Critically evaluate the action(s) taken.**

Have participants again imagine themselves as the parent who, as part of the previous role-play, interacted with the coach.

Reflect upon the conference with the coach. How did it go? Could it have gone better? What did you learn about the coach?

Perhaps you felt you pleaded too much, that you were too submissive. Or

² As the first footnote indicated, an alternative option would be to have one of the participants prepare in advance to play the role of the coach. Again, this option seems more feasible if this training is offered to participants who are already in the process of undertaking trainings with your office.

perhaps you were more aggressive and confrontational than you needed to be.

What would you do differently if you had the chance to take the action again?

8. Share experiences with others.

What might you or others gain by sharing your experience?

Did you learn anything from your experience which others might find useful? What about the incident might others be interested in knowing? Who would you share the information with? (Possible answers might include their children, their friends, the school principal or athletic director)

Perhaps others can assist you in critically evaluating the actions you took.

Emphasize to participants that this final step will be a very important part of the CAPs they will undertake. By the time the larger group meets again, each small group should be prepared to share its experiences with others. Of course, participants need not wait until the final step of their problem-solving to share their experiences at the final step. Getting advice and feedback from others throughout the problem-solving process is important and helpful.

III. Overview of Skills which Facilitate Effective, Participatory Group Work. (45 minutes)

A. Introduction to Section:

Your Civic Action Projects will involve solving problems in groups. Problem-solving in groups is somewhat different than problem-solving on you own. Because many of us seldomly problem-solve in groups, the skills involved may not seem as intuitive as the problem-solving techniques we have already discussed. This next section briefly outlines some of the tools which help encourage effective and participatory meetings and smoothly functioning small groups. These tools include agenda-setting, brainstorming, meeting facilitation, dividing tasks and responsibilities, and reminding fellow group members of meeting dates and task deadlines.

Explain to the participants that you are only briefly summarizing these skills today. The skills are better learned through practice and experience. The skills will be raised and discussed more fully during the context of the small group work. Remind the participants that one purpose of CAPs is to provide a vehicle

for participants to practice these skills.

B. Group Collaboration Skills

(Write the following skills on a sheet of butcher paper at the front of the room.)

1. Agenda setting:

The first skill for effective group meetings is agenda setting. This is an agenda. (point to the agenda set forth at the beginning of today's meeting.). Right now, you can see that we are at Part III of the agenda.

Ask the group what functions an agenda serves, and why setting and using an agenda is an important part of group work. Comments should include:

- a. Making it clear what topics the meeting will cover
- b. Providing a structure and order for discussing those topics
- c. Establishing a time frame for the meeting
- d. Prioritizing tasks to be accomplished

During your CAPs, you can experiment with different agenda formats. For example, you can write down an agenda on butcher paper, or you could have a photocopy to pass around. You can also experiment with different procedures for agenda setting. For example, someone might prepare an agenda in advance, or the group might take a few moments at the beginning of the meeting to set an agenda together.

2. Brainstorming:

The objective of brainstorming is to create an atmosphere in which all group members feel comfortable freely expressing their thoughts regarding a certain topic or question.

Recall that in the earlier exercise on problem-solving, we brainstormed together in order to list a number of alternative strategies for addressing the problem of the older son's expulsion from the soccer team.

A good brainstorming session is fast-paced, and responses should flow freely so that each participant is encouraged to present his/her suggestions. Brainstorming ensures that a wide range of possibilities are considered, and therefore brainstorming can be used as a way to generate ideas at nearly every stage of the group problem-solving process.

In particular, brainstorming might help your CAPs generate ideas about such issues as strategies for addressing a problem, people and organizations in the community to talk to about the subject of their project, or audiences and locations for outreach and presentations.

3. Meeting Facilitation:

Having someone serve as a meeting facilitator is a useful, and sometimes essential way to foster effective group work.

Right now, I am facilitating this meeting. What this means is that I am keeping an eye on the time, trying to ensure that all group members have an opportunity to participate, moving the group discussion forward, and trying to avoid diverging too far from the settled agenda.

There are different ways of facilitating. During your CAPs, you will each have opportunities to facilitate meetings. Because CAPs are undertaken in small groups with people you know, they provide a comfortable way to practice facilitating.

4. Dividing Tasks and Responsibilities

In addition to sharing ideas, working in groups allows you to share responsibilities with others. When more than one person is responsible for following through on tasks, problem-solving is made easier and faster.

Sharing responsibilities requires dividing and distributing the tasks which are necessary in order to accomplish the group's specific goals. In your CAPs, these tasks might include calling a city official to set up an interview, contacting the local press, or making arrangements to give a presentation to a community organization. More routine responsibilities include agenda-setting, meeting facilitation, and securing a location for a future meeting.

In order to ensure accountability and to avoid overlapping work, it will

help to be very clear about who has decided to assume what responsibilities

5. Reminders: reminding other group members of meeting dates and task deadlines

All of us have busy schedules, and it is easy to forget about meeting dates and tasks we agree to do. Groups therefore often find it useful to assign one member the job of reminding other members of important responsibilities.

These reminders fall into two categories: those which remind group members of tasks they agreed to do, and those which remind them of an upcoming meeting. These reminders usually will be given over the phone.

When members are managing full schedules, such calls are especially helpful to ensure full attendance at meetings and that all members contribute equally to the work of the project. Of course, reminders can also be given in person or by mail.

IV Identifying the Civic Action Projects (1 hour)

- A. *Now that we have discussed the purpose of CAPs and have gotten some sense of the general skills CAPs will enable us to develop, we are ready to start identifying possible CAPs.*

- B. *CAPs should address important problems or issues which affect immigrants and others within your communities. However, it is also important to keep in mind the primary purpose of CAPs -- to develop leadership and advocacy skills. Thus, when identifying possible CAPs, try to choose projects which would be challenging, which would stretch your abilities. This may require choosing CAPs involving issues or likely actions with which you are less familiar. For example, it may be the case that the issue of naturalization is very important to people in your communities. One could certainly imagine a project which focuses on developing and implementing naturalization workshops. However, if you already have experience participating in naturalization workshops, then this might not be the best project for you. On the other hand, if you have little experience interacting with government officials, then a CAPs which forces you to do so might be a good choice.*

C. Brainstorm on Possible CAPs: (20 minutes)

Let's do a brainstorm on possible CAPs, keeping in mind what we've talked about up to now. What kinds of problems would you like to see addressed? Remember, the purpose of a brainstorm is to just throw out as many ideas as possible. Let's get all the ideas on the table and then we'll spend some time discussing them.

Write the ideas on the blackboard or butcher paper.

D. Discussion/Narrowing Down of List of Possible CAPs (20 minutes)

Let's discuss these possibilities. Which address the most important needs in the community? Which seem like they provide the best opportunity for learning and practicing the widest range of leadership and advocacy skills?

The first question -- community need, is an area about which participants know best, and trainers should lay a neutral, facilitative role on this issue. However, because the trainer is particularly knowledgeable about the purpose and structure of CAPs, she should not hesitate to offer her opinions regarding the second question -- which projects provide the best learning opportunities. The trainer should help identify the types of activities which the different projects might entail, and should endorse projects which would provide excellent learning experiences -- while acknowledging to the participants that the ultimate decision rests with them.

E. Participants Chose CAPs (20 min)

Propose the following selection procedure for choosing CAPs: the trainer will ask each of the participants to select his two or three top choices for a project to work on, and will keep a count of the number of participants who choose each CAP, by marking checks next to projects listed at the front of the room. Then participants will then divide themselves into groups of 3-5 people to work on one of the more popular projects.

Divide into small groups according to project choice. Members of each group should share any information they have on the subject and briefly discuss any ideas for general project goals. Each group should set a meeting time within the next week to ten days to discuss their projects in greater detail.

V. Evaluation (15 minutes)

- A. Ask the participants to think critically about today's session. Explain that the evaluation serves two purposes: first, to improve the training so that if and when it is administered to another group it will be more effective; second, to improve this particular group's interactions -- the trainers' interactions with the participants and the participants' interactions with one another.

These purposes in mind, the following questions may help elicit constructive responses:

What did you enjoy most about today's training? Why did you enjoy that part? What part of the training did you enjoy least or get the least out of? Why? Which parts of the training were the most effective? Were issues and ideas presented clearly enough? Would you organize the session any differently? Would you leave anything out or add something?

How did we interact as a group? What was good about our interactions? Are there ways in which we could improve our interactions in the future?

UNIT 15

ADVANCED LEADERSHIP TRAINING CURRICULUM

Civic Action Projects (CAPs) UPDATE MEETING

Purpose: This session serves several purposes. First, it is an opportunity for participants to share information they have gathered since the previous training (several months earlier) in order to educate others about the problems and responses they have focused on in their small working groups. At the end of Advanced Curriculum Unit 2, the larger group of participants broke into smaller groups of three or four people to focus on specific issues affecting their communities. Each group should have met several times over the last few months and accomplished at least one of the goals it originally set out to do. This training session provides an occasion for each small group to see what the others have done and to help each other plan for future events. Each group will receive the input and feedback of the other participants in order to improve and refine their projects.

Secondly, this session allows participants to practice any presentations they might have prepared to do in the future for their small groups. The date of the session is a deadline by which presentations must be ready. The groups should be aware that they must have made enough progress in their projects by this date in order to be able to give others an update.

Finally, this training session gives some participants the chance to further develop their leadership skills, as they will themselves run the session. One obvious leadership role is that of facilitator for the session. One or two participants can take the responsibility of welcoming the others, going over the agenda, keeping track of time, and making sure that things run smoothly from one topic to the next.

Since the participants determine the scope of their small group projects, they should begin to feel that they are now largely responsible for the content and direction of the Immigrant Leadership Training Project as a whole. The content of this training session has been wholly determined by the activities of the small groups in the preceding months, and the trainer's role should be minimal.

The trainer might want to combine this training session with a casual social gathering, such as a potluck lunch or dinner. Such an event would be a nice way to celebrate the group's progress and would add a touch of informality to the session.

Time: Depends upon the number of small groups. 20 minutes per group, plus approximately 35 minutes for welcome and evaluation.

Materials needed: Chalkboard and chalk, or butcher paper and markers; pen and paper for

participants who wish to take notes.

Agenda: [This agenda should be placed on a blackboard or butcher paper for all the participants to see.]

- I. Welcome and Introduction (15 minutes)
 - II. Reports by Small Groups (20 minutes for each group)
 - III. Evaluation (20 minutes)
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- I. Welcome and Introductions (15 minutes)
 - A. Welcome everyone, thank them for coming, and briefly introduce any participants or trainers who do not know one another.
 - B. Review today's agenda.
 - C. Briefly review the purpose of the meeting: for each of the small groups to share with the larger group their activities over the last few months and, where appropriate, to practice presentations they have planned for the future; and to brainstorm together about future activities for the small groups.
 - II. Group Reports (20 minutes each)
 - A. Prior to this training session, each small group should prepare a 20 minute report of its activities. This presentation might include (a) a description of the problem being addressed, (b) a summary of the group's activity, © practice presentation or role plays, and (d) a period for feedback, suggestions, and group strategizing. In accordance with the lay advocacy training on the value of preparation, each small group should develop an outline of their report, write it on a sheet of butcher paper, and practice it before this training. The trainer should meet with each small group before the training session to assist them with their preparation. Each member of the small group should play an active role in the presentation. (See Appendix Adv-3, page 1 for an outline of a model presentation.)
 - B. If a group has been developing a presentation for a church, school and other community groups, the city council, or an elected representative, for example, this is an opportune time to rehearse. However, the group may only be to run through a portion of the presentation in its allotted 20 minutes. If a group has been gathering information about a particular subject or has spoken to interested individuals in the community, this is an opportunity to summarize and distribute the information to others. Encourage the group members to be creative in their

presentations, utilizing their time in ways most appropriate to the needs of their particular group project.

- C. Groups should distribute handouts or any other material that they have collected or prepared. This can include a summary of the information they have gathered, flyers from organizations they have visited, flyers announcing their future events, etc.
- D. Each group should leave a few minutes at the end of its presentation for questions and comments. This provides an opportunity for the training participants at large to brainstorm about several aspects of each group's activities, including how to improve a presentation; where to go for more information; and where to go to disseminate information or give presentations. When possible, these ideas should be written on the blackboard or butcher paper.
- E. Often, presentations will be more successful if they are as interactive as possible. A role play or other form of interactive demonstration can be an effective way to elicit suggestions from the audience. A brainstorming session will be more productive if participants feel more comfortable and familiar with the subject.

III. Evaluation (20 minutes)

- A. Divide the participants into smaller groups of four or five. Ask them to think critically about the work they have done in their small groups. The following three sets of questions are intended as sample questions to focus upon during the evaluation. Since the participants may wind up engaging in more than one Civic Action Projects (CAP) update meeting, you may wish to focus on a different set of questions at different meetings. Note that these questions could also be raised directly as part of CAPs meetings.
- B. *Are the CAPs helping you to further develop your leadership and advocacy skills? Do you feel that CAPs are an effective way to put into practice many of the ideas and skills raised by the leadership training? How can the CAPs be improved to better meet these goals?*
- C. Working cooperatively as a group presents rewards as well as challenges. If there are any aspects of their group work that they particularly enjoy or wish to improve, a discussion about these aspects might benefit members of other groups. Sample questions: *How well does your group work together? Has your group experienced any difficulties? Have you been frustrated by some aspect of the group work? Do members of your group get along well together? What do you like most about your group? What about your group would you most like to change?*

- D. This is also an opportune time to ask the participants to return to thinking about community advocacy and leadership training in general. Professionals and community members often engage in advocacy efforts exclusive of one another. For example, lawyers often try to solve problems by taking matters into their hands, believing that community members lack the knowledge or time to collaborate with lawyers on advocacy efforts. Similarly, community members sometimes prefer to exclude professionals from their efforts. In CAPs, there has been collaboration between professionals and lay advocates. Sample questions: *How do you feel about working together with the professionals on these projects? What do you think professionals gain from working together with community members in CAPs? What do you think community members gain from working together with professionals in CAPs?*