



Unit 3: Protecting Families in Cases of Separation

Students' Guide

LESSON 3: Creating a Caretaking Plan

Content Objectives

- Students describe situations in which parents may become separated from their children.
- Students discuss their opinions about the qualities of good caretakers and caretaking arrangements for families in cases of separation.

Rights Objectives

- Students begin to think about the rights to which parents are entitled in cases of separation.
- Students begin to think about the benefits and drawbacks of different caretaking arrangements in cases of separation.

Language Objectives

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

KEY VOCABULARY:

Nouns	Verbs	Adjectives & Adverbs
Emergency	To take care of	Legal / illegal
Plan	To separate	Expected / unexpected
Attorney	To injure	Familiar / unfamiliar
Agreement	To detain	Safe / unsafe
Custody	To be documented	Formal / informal
	To sign	Nearby / far away

LESSON ACTIVITIES:

PART A) Describing Caretaking Arrangements and Caretakers

Read the following stories as a class. Use vocabulary from the lesson and words you know to answer the questions for each story. Discuss your answers and then write them in the spaces provided.

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

1. Chika told his sister Nefemi that he would take care of Nefemi's son if Nefemi were detained by immigration police. Nefemi lives in New Hampshire and Chika lives in Rhode Island.



What type of caretaking agreement does Nefemi have with Chika?

What qualities do you think may make Chika a good caretaker for Nefemi's son?

What may make it difficult for Chika to offer care to Nefemi's son? How might he and Nefemi address these challenges?



2. In 2004, Tina asked her brother Brian to sign a power of attorney agreement for her daughter. Brian lost his business in 2007 and became unemployed. Tina transferred power of attorney to her mother for her daughter's wellbeing.

What type of caretaking agreement did Tina have with Brian?

What qualities do you think would make Brian a good caretaker for Tina's daughter?

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Why do you think Tina decided to end her caretaking agreement with Brian? What might you have done in her situation?

3. Luis has cancer. Last year, he signed a custody agreement giving his friend Ana custody of his daughters if he becomes too sick to care for them. Ana is his younger daughter's godmother.

What type of caretaking agreement does Luis have with Ana?



What qualities do you think would make Ana a good caretaker for Luis' daughters?

What could make it difficult for Ana to offer care to Luis' daughters? How might Ana and Luis address these challenges?

PART B) Talking About Family Separation and Caretaking Arrangements

With one or two partners, act out a conversation a parent, or parent and child, might have with someone whom they would like to have as a caretaker for the child. (If your conversation will include a parent and child as participants, decide the age of the child before you begin.) Afterward, all groups should write a script for their conversation. Write at least ten lines in English or your native language, five for the parent, or parent and child pair, and five for the potential caretaker. Each group needs to write only one script.

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PART C) Reflections

Take a moment to reflect on the lesson, what you have learned, and the challenges you experienced with the activities, as well as what you enjoyed about them. Then, as a class or individually, reflect on what you have done or could do to prepare for an unexpected separation from your children or other members of your family. Does your status as an immigrant affect what options you have or how you talk with others about separation?

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