

Module 4B: Supporting Undocumented Students

Overview

In this section participants will learn about the importance of creating a preparedness plan to help reduce the stress of encounters with immigration officials occur, and how students can have a voice in creating safe spaces for their peers on their school campuses and in their school-based health centers.

Objectives

After this section, participants will be able to:

- Identify resources for undocumented students.
- Discuss cultural humility and the immigrant experience.
- Define safe spaces.
- Practice creating safe spaces on school campuses and within SBHCs.

Agenda (90 minutes)

1. Check-In and Icebreaker (5 minutes)
2. Activity: Getting Comfortable with Uncomfortable Conversations (30 minutes)
3. Activity: Defining a Safe Space (15 minutes)
4. Activity: Creating a Safe Space Poster (30 minutes)
5. Check-Out & Closing (5 minutes)
6. Close-out Evaluation (5 minutes)

Optional: Use the Word Bank at the end as an additional activity and opportunity to emphasize important takeaways.

Section Handouts:

- Creating Safe Spaces for Undocumented Students
- Creating a Safe Space Poster

Word Bank

Ally
Immigrant
Undocumented
Cultural Humility
Sanctuary
Safe Space

Food for Thought

“Whenever you find yourself doubting how far you can go, just remember how far you have come. Remember everything you have faced, all the battles you have won, and all of the fears you have overcome.” –Unknown

Activity: Getting Comfortable with Uncomfortable Conversations (30 minutes)

In this activity, participants will:

1. Identify resources for undocumented students and allies.
2. Brainstorm a list of uncomfortable feelings associated with immigration enforcement officials.
3. Discuss how personal narratives and interpersonal relationships help us understand the immigrant experience and the world around us.

You will need: Chart paper, markers, post-its, highlighters, and Handout 1

Instructions:

1. Create a list of community agreements or re-visit your groups current community agreements.
2. Say: *“Before continuing, we want to ensure that everyone still agrees to the community agreements because today we are going to discuss a particularly sensitive topic that some of you may be personally connected to, does anyone have any to add (wait for responses and record them accordingly)?”*
3. Facilitators Note: Participants may intentionally or unintentionally “out” themselves or loved ones as undocumented during this activity, in which case, it is incredibly important to 1) validate their feelings, and 2) make them feel safe by ensuring you know and state the SBHC policies about protecting the confidentiality of all students.
4. Prepare a piece of chart paper with the title “uncomfortable feelings.”
5. Pass out post-its and *Handout 1* to participants.
6. Ask students to read *Handout 1* in pairs or alone and highlight any statements or words that stand out.
7. Ask students to brainstorm and write down (1 per post-it) feelings that came up as they were reading the handout.
8. Ask students to put their post-its up on the chart paper.
9. Read post-its aloud and ask students to respond.
10. Discussion:
 - a. What came up for you when we read everyone’s feelings?
 - b. What does this mean to you? What does it mean for a person to be undocumented?
 - c. How would you react if your friend opened up to you about being undocumented?
 - d. What does it mean to be an ally?
 - e. Why should anyone advocate for the well-being of undocumented people?
 - f. In what ways can we best support undocumented young people?
 - g. Do you consider your school or school-based health center a safe space? Why or why not?

Handout I: Creating Safe Spaces for Undocumented Students

What Do I Need to Know to Protect My Rights?

Everyone- both documented and undocumented persons – have rights in this country.

While it is our hope that you never have to encounter immigration officials (ICE) in your school or in your school-based health center, it is important to have a plan in place to help reduce the stress of the unexpected; most importantly, to know what steps to take in which case you do.

This document can help you create a plan, regardless of your immigration status, so that a trusted adult can take action if you, your fellow peers, and or family members encounter ICE on school premises.

Documents Undocumented Students Should Carry:

- Know Your Rights card
- If you have one, carry your valid state ID or driver's license at all times.
- Carry your green card or copy of immigration papers with you if you have them.
- Do not carry false documents.
- Do not carry any documentation from your country of origin, such as a "matricula".

Know Your Rights Red Card (in Spanish):

The image shows a red card with white text. The top section is in Spanish and the bottom section is in English. The Spanish text includes: 'Usted tiene derechos constitucionales.', '• NO ABRALA PUERTA SI UN AGENTE DEL SERVICIO DE INMIGRACION ESTA TOCANDO A LA PUERTA.', '• NO CONTESTE NINGUNA PREGUNTA DEL AGENTE DEL SERVICIO DE INMIGRACION SI EL TRATA DE HABLAR CON USTED. Usted tiene derecho a mantenerse callado. No tiene que dar su nombre al agente. Si está en el trabajo, pregunte al agente si está libre para salir y si el agente dice que sí, váyase. Usted tiene derecho de hablar con un abogado.', and '• ENTREGUE ESTA TARJETA AL AGENTE. NO ABRALA PUERTA'. The English text includes: 'I do not wish to speak with you, answer your questions, or sign or hand you any documents, based on my 5th Amendment rights under the United States Constitution.', 'I do not give you permission to enter my home based on my 4th Amendment rights under the United States Constitution unless you have a warrant to enter, signed by a judge or magistrate with my name on it that you slide under the door. I do not give you permission to search any of my belongings based on my 4th Amendment rights.', and 'I choose to exercise my constitutional rights.' There is a small logo for 'CC BY' and the number '0344' in the bottom right corner of the card.

Know Your Rights:

- **Remain calm and do not try to run away. If you do, ICE or the police can use that against you.**
- You have the right to remain silent and can refuse to answer ICE's questions.
- You have the right to refuse to sign anything before you talk to your lawyer.
- You have the right to speak to a lawyer and the right to make a phone call.

Have a Plan if You Are Detained:

- Make sure your family has your immigration number (if you have one).
- You will find this number on your work permit or residency card. The number begins with an "A".
- Make sure your family knows how to contact you if you are detained.
- Family members should contact the local office of Immigration and Customs Enforcement's Detention and Removal Branch if they do not know where you are detained. Ask to speak with the supervisory deportation officer, and give the full name and #4 of the detainee.
- Make a list of the names and contact information of any lawyer who has ever represented you.
- If there are none, find an attorney who specializes in deportation defense who may be able to represent you.

There are a lot of resources to teach you about the rights of undocumented students and persons. Below are just a few places to start looking if you want to learn more about immigration laws:

- Immigrant Legal Resource Center (ILRC): <https://www.ilrc.org/community-resources>
- National Immigration Law Center (NILC): <https://www.nilc.org/>
- Centro de Ayuda Legal Para Inmigrantes: <http://cali-immigrations.yolasite.com/contact-us.php>

Activity: Defining Safe Spaces (15 Minutes)

In this activity, participants will:

- Define what a safe space means to them.
- Create a poster/flyer to promote a safe spaces on their school campus.
- Have fun!

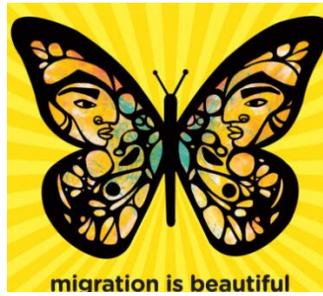
You will need: Handout, markers, art supplies (glitter, glue, paint, etc), paper (poster or 8.5 by 11)

Instructions:

1. Prepare three pieces of chart paper with the titled “A safe space looks like...”, “A safe space feels like...”, and “A safe space sounds like...”
2. Ask participants brainstorm at least three things for each piece of chart paper.
3. Ask participants to choose a least one item brainstormed to focus on and inspire the creation of their poster/flyer on *Handout 2*.
4. Ask students to look over the example box on *Handout 2* and create their own poster/flyer in the Your Turn box, on a separate piece of paper, or on larger poster paper.
5. After 15 minutes, ask everyone to share their sample flyers/posters with the group.
6. Discussion:
 - a. Where are places we can post these on campus?
 - b. Are there places where we can't post them? Why/why not?
 - c. What are other ways we can promote safe spaces on campus?
7. Post the flyers/posters in your SBHC or on your school campus! Facilitators note: be sure to check guidelines for posting flyers/posters on campus. Please contact CSHA if you need assistance having conversations with your school administration and/or see Module 4 for advocacy tips.

Handout 2: Creating Your Safe Space Poster

Example: A safe space LOOKS beautiful and welcoming.



Your Turn: Create your own Safe Space Poster

A Safe Space _____

¹ Image Credit: Faviana Rodriguez. (2011). Migration is Beautiful. Retrieved from: <http://favianna.tumblr.com/>

Module 4B Word Bank

Ally	Someone who shows solidarity with another community, and rises up to meet the need of a community.
Cultural Humility	The act of remaining humble when interacting with others by admitting that you don't know everything about another's experience, recognizing institutional imbalances, and being accountable to making change.
Immigrant	A person who lives permanently in a foreign country without legal status.
Safe Space	A place in which a person can feel confident to be their whole selves without fear discrimination, harassment, or any other emotional or physical harm.
Sanctuary	A place for refuge and safety.

Your Turn: Use this space to write down words and their definitions that are not on the list above. Ally

