

LET'S TALK IMMIGRATION!

An interactive workshop promoting public dialogue on immigration

Curriculum Guide



LET'S TALK IMMIGRATION! is a collaborative project of ARISE Civil Rights of Immigrants Task Force, the Albany/Capital District Chapter of the Labor Council for Latin American Advancement (LCLAA), and the Labor-Religion Coalition of the Capital District in affiliation with the "Truth About Immigrants" campaign of the New York Immigration Coalition.

For more info, email letstalkimmigration@gmail.com or leave a message for us at 518/482-5595.

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NOTE: Major changes in Version 4.0

- Revised instructions for most exercises
- Discussion questions for What Generation Are You?
- Fully revised Trade Union Role Play

Dear Trainer/ Facilitator:

This curriculum encourages constructive discussions about immigration, especially with non-immigrants. We hope these conversations will deepen understanding of the US's struggle with creating an inclusive society, will encourage action on behalf of today's immigrants, and will help to build relationships and alliances with groups working on social justice and social change.

The dialogues encourage thoughtful reflection and questioning, with a focus on “illegal” immigrants. While we utilize fact-based information, including data from the Fiscal Policy Institute's 2008 report *Working for a Better Life: A Profile of Immigrants in the New York State Economy*, we also recognize that each person's individual experience contains knowledge and wisdom that he or she knows best. Listening and sharing together – the good, the bad and the ambiguous – can make a difference. The most convincing conclusions are the ones individuals arrive at on their own. We hope this dialogue is one in a series of events and conversations that your community holds about immigration. It is part of a journey to align your moral commitments with creative and effective actions.

At its best, this experience will yield new conversation partners as well as some skills and strategies for pursuing a constructive dialogue on a divisive issue. We are willing to work with you in having a dialogue. Based on your preferences and logistics, one of us can co-facilitate with you or assist in planning, support and debriefing the dialogue.

In struggle for justice and understanding,

Alethia Jones
ARISE, Civil Rights
of Immigrants Task Force

Guillermo Perez
Albany/Capital District Labor Council for Latin
American Advancement (LCLAA)

Facilitation and using this curriculum

We recommend that you co-facilitate the workshop with a partner. We hope this curriculum will make the process of co-facilitating a dialogue easier.

This curriculum features a series of interactive activities. Although there are specific exercises and instructions, the infusion of your personality and spontaneity will bring the curriculum to life. Facilitators must tweak, adjust, stretch and amend the curriculum to fit their personality, their areas of strength, their audience, and the time constraints. We assume 90 minutes, if one uses all the components. Please pay special attention to the opening and closing because they set the tone and often define a participant's experience.

Ultimately, as facilitators we form a partnership with participants in co-constructing an informative and effective dialogue. It is important that you create and maintain a safe space defined by respect for all. To honor the goals of the workshop, please be prepared to remind people of the agreements/ground rules if needed. Be sure to intervene and respectfully identify discriminatory or problematic statements. Please intervene firmly yet gently and acknowledge your responsibility to honor the group's goals.

Be aware that these exercises presume participants are comfortable reading and writing in English. Please alter the exercises to make the material more accessible to everyone. For example, when working in teams, designate one person to read the questions out loud and/or write the answers. Alternatively, the facilitators can conduct all of the exercises directly and deliver the material orally.

The exercises are on separate pages and written in a different font to make them easy to photocopy and hand out. You may also choose to copy some of the information onto butcher block paper. Each exercise has its own closing, however brief, so participants can share their experiences with a partner or with the entire group. You can do one, some or all of the exercises as you see fit.

Be sure to introduce each exercise and give a sense of its goal. We have suggested some introductory language at the start of each exercise. Also, be sure to wrap-up each exercise before moving on to the next one. Be careful. Long wrap-ups and discussions can be meaningful but won't allow time for all aspects of the curriculum. Without the Role Play, the entire 90 minutes can be filled with people sharing experiences and after the True/False exercise, asking and responding to each others questions about immigration.

Because people have feelings and reactions to an exercise, to wrap up exercises, consider formats such as,

- Partner sharing – Ask participants to turn to person next to them and each take a minute to share their reaction to the exercise. After 60 seconds, say “Switch.”
- With or without partner share, ask for 1 or 2 shares from the audience. Usually a “What did you learn from this exercise?”

SUPPLIES In general, try to keep everything low-tech to reduce mishaps

- name tags, markers, clock/timepiece
- copies of handouts (see curriculum)
- butcher paper (or other type of large paper) and tape
- Write-up agreements and agenda in advance on butcher paper

OPENING 15 minutes

A good opening consists of several key elements that set the tone and establish safety. These elements are

- **Welcome/Call to Order**
 - o Introduction by key person who organized the event or similar person from the institution
 - o Welcome Prayer, chants or whatever is standard for the organization/occasion
 - o Why this event, acknowledge support, introduce the facilitators
 - o Facilitators' Self-introductions
 - Do plan what you will say about yourself but keep it brief and to what is most relevant for this event
 - Mention that participant introductions will occur after the "What Generation Are You?" exercise
- Review Agenda
- Review logistics – bathroom location, if/how breaks will be handled, coffee/water location, end of session expectations, if any (returning chairs and tables to closets, etc.)
- Agreements (often called Ground Rules)

The order can vary but each component should be covered. Together this constitutes a warm-up that transitions participants to fully being present to the activities to come.

Agenda

Welcome

Agreements

What Immigrant Generation Are You?

Introductions

Quote Matching

True/False

Role Play

Thank You and Evaluations

AGREEMENTS

1. Cell phones off or on vibrate
2. Allow the facilitators to call on you before you speak. Avoid side conversations when others are speaking.
3. OK to pass/skip a turn
4. Step Back/Step Up
5. Speak honestly and respectfully and about your own experience: Say "I believe," "I feel," instead of "immigrants believe"
6. Respect each person's process. No fixing, saving, advising, or setting each other straight. Listen with generosity and kindness.
7. Respect confidentiality

Agreements

Agreements contribute to forming the community in the room.

These agreements

- Write in advance on butcher paper and post them so even latecomers will see it
- Review the list with participants (keep to a minimum to allow time for genuine Q&A and additions/changes from participants)
- You may wish to alter this initial list of agreements to avoid pitfalls from habitual behavior patterns of your group

If you change the list, keep in mind

- keep it brief and focused on the most important items so participants aren't overwhelmed with rules
- keep your explanations of unfamiliar rules brief. Remember, you are modeling the pace as well as the genuineness/importance of this segment of the conversation.
- Changes and additions are a real possibility. Seek broad and quick agreement, not consensus based on extensive dialogue.

TIME SAVER

- Do NOT read each item. Introduce the agreements and why we have them; allow everyone to read on their own.
- Ask if there are any questions and respond to questions only.
- Ask if there any changes desired.

Introduction:

We will now review the agreements that will guide our conversation. These guidelines minimize misunderstandings, and create an environmental for meaningful exchange. A lot of this is fairly intuitive, some isn't but let's not spend too much time on this. We will read through. Take any questions about any which are unclear as well as suggestions on things to add or remove.

In reading through, precede with "We request that each person..."

Agreements with Explanation

1. Cell phones off or on vibrate
 - o Individuals may have family obligations. Don't over police phone use. Instead, make people aware that they should minimize the impact of their individual needs on the group's experience. If someone must take a call, please walk outside the room to answer the call.
2. Allow the facilitators to call on you before you speak. Avoid side conversations when others are speaking.
3. OK to pass/skip a turn
 - o Participation is NOT required. People should be comfortable with what they share, how and when
4. Step Back/Step Up
 - o If you are comfortable speaking, be willing to "step back"; if you tend to be shy, be willing to "step up." This is an opportunity for individuals to push their boundaries.
 - o Be responsible for your own learning and understanding:

- Ask speakers to slow down, speak more loudly or to clarify; ask questions instead of making assumptions, agree to disagree, take time out if you need it. We will raise more questions than we can answer. Learning will continue beyond this workshop.
5. Speak honestly and respectfully and about your own experience: Say “I believe,” “I feel,” instead of “immigrants believe”
 6. Respect each person’s process. No fixing, no saving, no advising, no setting each other straight.
 - This is likely the MOST IMPORTANT of the agreements. It affects the tone and level of safety in the group. Facilitators must honor this agreement. We are learning together and providing food for thought so people can learn on their own. We aren’t here to correct and discipline each other. We need to have a space where we can take risks and be respected. We are creating a space that is unlike the typical conversations one normally has.
 7. Respect confidentiality
 - Don’t share personal experiences shared in the workshop with others. Communicate your own experience. Don’t use attendees names.

After oral review, Ask:

- any questions or concerns
- any requests for changes or additions

What Generation Are You? 10 - 15 minutes

Goal of the exercise

Ice breaker; place all in touch with immigrant in their family. Share stories, get to know each other through their relationship to the immigrant experiences.

Introducing the exercise

The majority of people who currently reside in the United States are immigrants or descendants of people who emigrated. Some of those histories are told as tales of glory and triumph, such as those of the pilgrims and European immigrants. Some of those stories are tied to deep sorrow and loss, such as the journey of those who arrived (and many who died) as victims of the international slave trade and colonialism. Recent stories of loss include those of refugees who were forced to flee their countries because of war and violence often tied to the Cold War. In this “getting to know you” segment, we want to first learn of each other through our respective migration stories.

DISTRIBUTE NAME TAGS and markers
Unfold chart listing generations or handout xeroxes

What Generation Are You?

Identify the most recent generation of your family to emigrate to the United States.

FIRST	FIRST NATION/NATIVE PEOPLES
1 st GENERATION	THE IMMIGRANTS
2 nd GENERATION	CHILD OF IMMIGRANTS
3 rd GENERATION	GRANDCHILD OF IMMIGRANTS
4 th GENERATION	GREAT GRANDCHILD OF IMMIGRANTS
5 th GENERATION plus	GREAT-GREAT GRANDCHILD OF IMMIGRANTS
GENERATION ?	GENERATION UNKOWN

Instructions to the group

1. Find your generation on the chart
 - a. these generational numbers represent what scholars, journalists and others mean when they refer to generations
 - b. many people mistakenly refer to the generation of children born in the US as the first generation
2. Write your name and a number representing your immigrant generation on the nametag
3. Facilitators should model the outcome
 - a. have your name tags completed
 - b. share their immigrant generation info – maternal or paternal side of the family; country of origin
4. Ask if there are any questions
5. Special cases to keep in mind, such as African Americans, Native Peoples, colonial subjects (Guam, Puerto Rico, etc.), adoptees, refugees and other non-standard cases of migration
 - a. For some individuals, historical or personal circumstances depart from the “standard” story. Some experiences reflect historical traumas such as the Trail of Tears, the slave trade, pogroms, wars and famine. Some individuals may have a non-traditional family structure.
 - b. For non-standard cases
 - i. Remind participants they can pass if they feel uncomfortable.

- ii. Suggest they answer the question in terms of the relationships and experiences most important to them.
- iii. Suggest they identify migration *within* the US, such as from the South or the West Coast or from New York City, or from Rochester to Albany

When nametags are filled out, instruct the group to

6. Find others of the same generation and answer any of the following questions (5 minutes)
 1. Which side of the family has immigrants, maternal or paternal?
 2. What country are you or your ancestors from?
 3. Do you speak a language other than English?
 4. What's a dirty word from your country of ancestry?
 5. Do you own family items that have been handed down through the generations?
 6. If 1st generation, how did you travel here? Where did you arrive?
 7. Have you ever visited the country of origin of your ancestry?
 8. Do you prepare foods from your country of ancestry?
 9. Are there any customs of your country of ancestry you observe?
 10. Is there a "typical" immigration story shared in your family?
 11. Has your immigrant heritage ever been a source of embarrassment? pain? pride?
 12. Do you participate in any cultural activities of your home country?
 13. Do your religious affiliations tie back to your home country?
 14. What ethnic club do you belong to, if any?
 15. Do you communicate with family and friends in your country of origin/ancestry?
 16. Do you celebrate any specific holidays of your country of origin/ancestry?
 17. Has your family created a family tree?
7. Call everyone together and ask each person to say the country or countries represented by their immigrant ancestors
 - a. Just the country OR save time by doing introductions now. Ask each person to share their Name, Affiliation, Generation #, Country of ancestry
8. Discuss: What was it like to meet people in this way?
 - a. Take only a few shares

To Shorten: skip generations finding each other and ask for a show of hands by generation; take very few shares at the end

To Lengthen: Have more shares, especially in response to some of the discussion questions. Discuss reasons for migration. Consider how normal migration is for us. How many in the audience migrated to their current city of residence? How many were born in Albany? Migration is a fundamental part of the human experience. Leaving home is usually a difficult, if not painful experience, but not all migration is the same. A move from Albany to Schenectady can be a big deal but all things being equal, a move from El Salvador or Uzbekistan to Albany is usually a bigger deal. But the reasons for leaving Uzbekistan can be similar to the reasons for leaving Rochester.

What Generation Are You?

Identify the most recent generation of your family to emigrate to the United States.

FIRST NATION/NATIVE AMERICAN

1st GENERATION

THE IMMIGRANTS

2nd GENERATION

CHILD OF IMMIGRANTS

3rd GENERATION

GRANDCHILD OF IMMIGRANTS

4th GENERATION

GREAT GRANDCHILD OF IMMIGRANTS

5th GENERATION plus.....

GREAT-GREAT GRANDCHILD OF IMMIGRANTS

GENERATION ?

GENERATION UNKOWN

What Generation Are You?

1. Which side of the family has immigrants, maternal or paternal?
2. What country are you or your ancestors from?
3. Do you speak a language other than English?
4. What's a dirty word from your country of ancestry?
5. Do you own family items that have been handed down through the generations?
6. If 1st generation, how did you travel here? Where did you arrive?
7. Have you ever visited the country of origin of your ancestry?
8. Do you prepare foods from your country of ancestry?
9. Are there any customs of your country of ancestry you observe?
10. Is there a "typical" immigration story shared in your family?
11. Has your immigrant heritage ever been a source of embarrassment? pain? pride?
12. Do you participate in any cultural activities of your home country?
13. Do your religious affiliations tie back to your home country?
14. What ethnic club do you belong to, if any?
15. Do you communicate with family and friends in your country of origin/ancestry?
16. Do you celebrate any specific holidays of your country of origin/ancestry?
17. *Has your family created a family tree?*

INTRODUCTIONS 5 minutes

Ask each person to say their name and the affiliation most relevant to this dialogue (job, residency, congregation, or union, etc.)

QUOTE MATCHING 5-10 minutes

Note: this exercise a warm-up for the True/False exercise that follows

Goal: Demonstrate the continuities in how immigrants are received throughout history

Introduction

We like to say that we are a “nation of immigrants.” But when immigrants show up on our doorstep, they don’t always receive a warm welcome. The following quotes are from different periods of time in our history. Can you match the quote with the group it refers to?

Instructions to the group

1. Based on your time constraints, decide whether folks
 - a. will work individually, then facilitators lead entire group (shortest) or
 - b. form groups by
 - i. 2-4 people sitting next to each other; or
 - ii. Create small groups of mixed generations by having folks count off 1-2-3-4-5, then 5-4-3-2-1, and those with the same number form teams
 - c. This exercise relies on literacy and English language fluency. Adjust it by having one person read the statements to the group and the group decides the right answer.
2. Distribute handout
3. Take 5 minutes to match the quote on the left with the immigrant group on the right
4. ANSWER KEY -- To save time, don’t read the quote, only the groups and WHO said it.

A-2 “Russians, Hungarians, Poles, Bohemians, Italian, Greeks, and even Asiatics ... [threaten] nothing less than the possibility of a great and perilous change in the very fabric of our [Anglo-Saxon] race. . . . If a lower race mixes with a higher in sufficient numbers, history teaches us that the lower race will prevail.” **1909. US Senator Henry Cabot Lodge (R-MA, 1893-1924).** (See “The Restriction of Immigration” (1909) in Speeches and Addresses, 1884-1909. Lodge authored the essay).

B-3 “[With the current wave of immigrants from Mexico, Latin America and the Caribbean], [w]e are committing cultural suicide. The barbarians at the gate will only need to give us a slight push, and the emancipated body of Western Civilization will collapse in a heap.” **2006. US Congressman Tom Tancredo (R-CO, 1999-present).** (See In Mortal Danger: The Battle for America’s Border and Security. Tancredo is the author of this book).

C-1 “Italians are a riffraff of desperate scoundrels, ex-convicts, and jailbirds.” **1908. NYC Police Commissioner Theodore A. Bingham.** (See “Foreign Criminals in New York” *North American Review* August/September. Bingham authored the article.)

D-4 “[The Irish are nothing but] “imported beggars” and “animals”, “a mongrel mass of ignorance and crime and superstition, as utterly unfit for society’s duties as they are for the common courtesies and decencies of civilized life.” **September 20 1859. Editorial, *American Standard* (Jersey City).** (Quoted in Herbert Gutman, “Work, Culture, and Society in Industrializing America, 1815-1919” in *The American Historical Review*, Vol. 78, No. 3, June 1973, pages 584-585. This newspaper was also anti-abolition).

QUOTE MATCHING

Match the quote with the immigrant group the speaker is describing.

<p>A "[Immigrants of this group threaten]...nothing less than the possibility of a great and perilous change in the very fabric of our [Anglo-Saxon] race. . . . If a lower race mixes with a higher in sufficient numbers, history teaches us that the lower race will prevail."</p>	<p>1. Italian immigrants in New York City at the beginning of the 20th century.</p>
<p>B "[With respect to this wave of immigrants] [w]e are committing cultural suicide. The barbarians at the gate will only need to give us a slight push, and the emancipated body of Western Civilization will collapse in a heap."</p>	<p>2. Russians, Hungarians, Poles, Bohemians, Italian, Greeks, and even Asiatics at the beginning of the 20th century.</p>
<p>C "[Immigrants of this nationality] are a riffraff of desperate scoundrels, ex-convicts, and jailbirds."</p>	<p>3. The current wave of immigrants, most of whom are from Mexico and other parts of Latin America and the Caribbean.</p>
<p>D "[The immigrants of this nationality] are nothing but "imported beggars" and "animals", "a mongrel mass of ignorance and crime and superstition, as utterly unfit for society's duties as they are for the common courtesies and decencies of civilized life."</p>	<p>4. Irish immigrants in the mid 19th century.</p>

QUOTE MATCHING ANSWER KEY

A-2 "Russians, Hungarians, Poles, Bohemians, Italian, Greeks, and even Asiatics ...[threaten] nothing less than the possibility of a great and perilous change in the very fabric of our [Anglo-Saxon] race. . . . If a lower race mixes with a higher in sufficient numbers, history teaches us that the lower race will prevail." **1909. US Senator Henry Cabot Lodge (R-MA, 1893-1924).** (See "The Restriction of Immigration" (1909) in Speeches and Addresses, 1884-1909. Lodge authored the essay).

B-3 "[With the current wave of immigrants from Mexico, Latin America and the Caribbean], [w]e are committing cultural suicide. The barbarians at the gate will only need to give us a slight push, and the emancipated body of Western Civilization will collapse in a heap." **2006. US Congressman Tom Tancredo (R-CO, 1999-present).** (See In Mortal Danger: The Battle for America's Border and Security. Tancredo is the author of this book).

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TRUE/FALSE 5 - 10 minutes

Goal

To share key facts about “illegal” immigrants

Introduction of exercise

We may all move and migrate but not all migration experiences are the same. Today’s debate about immigration emphasizes whether one is in the country legally or illegally, whether one’s presence is authorized or unauthorized by the federal government. But do you know all the facts about those here “without papers”?

Instructions to the group

1. Decide whether to have folks work individually or continue in their groups
 - a. Be aware that this exercise relies on literacy and English language fluency. You can adjust it. For example, one person read the statements to the group and the group decides if it is true or false
 - b. To save time, have people work individually to self-score
2. Distribute True/False exercise and request they identify the 2 false statements (5 minutes)
3. Announce the False statements are Numbers 6 and 9.
4. Discussion questions
 - a. Which fact did you find the most surprising?
5. End by distributing the double-sided answer sheet for the quotes and true/false
6. Invite questions/reactions and moderate the discussion/exchanges between participants
 - a. The dialogue that flows from this can fill the rest of the 90 minutes

TRUE OR FALSE

Find the **TWO FALSE** statements

1. The IRS recently determined that between 1996 and 2003 undocumented workers paid \$50 billion in federal taxes.
2. The Social Security Administration estimates that the undocumented pay \$8.5 billion in Social Security and Medicare taxes annually.
3. The National Academy of Sciences estimated in 1997 that if immigration patterns remained constant, Social Security will benefit by an additional \$500 billion in contributions by 2022.
4. According to the Urban Institute, the workforce participation rate of undocumented immigrants is 96%, exceeding the rates of both legal immigrants and U.S. citizens.
5. The RAND Corporation recently concluded that health care spending for the undocumented is two-tenths of one percent (0.02%) of all spending by federal, state, and local governments, roughly \$1.1 billion dollars annually.
6. According to the official 9-11 Commission Report, one of the nineteen 9-11 hijackers entered the U.S. illegally by crossing the U.S.-Mexican border.
7. The Center for an Urban Future found that New York City's immigrant neighborhoods, like Flushing, Sunset Park, and Elmhurst, exhibit above average growth in jobs and new businesses.
8. Even Harvard economist George Borjas, a critic of immigration, found that over the past 15 years society gained economically from immigration, but those with less than a high school education experienced a 5% wage decline.
9. According to the U.S. Department of Health and Human Services, an influx of undocumented immigrants from Mexico led to seven thousand new cases of leprosy.
10. According to the Public Policy Institute of California, U.S.- born men ages 18-40 are eight times more likely to end up in prison than Mexican-born men who entered the U.S. illegally.

TRUE OR FALSE WITH SOURCES

1. The IRS recently determined that between 1996 and 2003 undocumented workers paid \$50 billion in federal taxes. (*Statement of the Honorable Mark W. Everson, Commissioner, Internal Revenue Service, Testimony Before the House Committee on Ways and Means, July 26, 2006.*)
2. The Social Security Administration estimates that the undocumented pay \$8.5 billion in Social Security and Medicare taxes annually. (*Steve Goss, Social Security Administration's Chief Actuary, quoted in "Illegal Immigrants are Bolstering Social Security with Billions," New York Times, April 5, 2005.*)
3. The National Academy of Sciences estimated in 1997 that if immigration patterns remained constant, Social Security will benefit by an additional \$500 billion in contributions by 2022. (in *The New Americans: Economic, Demographic and Fiscal Effects of Immigration, 1997*).
4. According to the Urban Institute, the workforce participation rate of undocumented immigrants is 96%, exceeding the rates of both legal immigrants and U.S. citizens. ("*Undocumented Immigrants: Facts and Figures*" 2004, www.urban.org)
5. The RAND Corporation recently concluded that health care spending for the undocumented is two-tenths of one percent (0.02%) of all spending by federal, state, and local governments, roughly \$1.1 billion dollars annually. ("*Immigrants and the Cost of Medical Care*," *Health Affairs Volume 25 Number 6, November 2006*, www.rand.org)
6. **FALSE.** According to the official 9-11 Commission Report, one of the nineteen 9-11 hijackers entered the U.S. illegally by crossing the U.S.-Mexican border. *17 were admitted on six-month tourist visas, one had a student visa for two years and one had a 20 day visa.* (see <http://www.9-11commission.gov/report/index.htm> and link to *Staff Statement No 1.*)
7. The Center for an Urban Future found that New York City's immigrant neighborhoods, like Flushing, Sunset Park, and Elmhurst, exhibit above average growth in jobs and new businesses. (*Transcript of forum "Restarting NYC's Economic Engine: Tapping the Economic Potential of the City's Immigrant Entrepreneurs" March 11, 2004*).
8. Even Harvard economist George Borjas, a critic of immigration, found that over the past 15 years society gained economically from immigration, but those with less than a high school education experienced a 5% wage decline. ("*Working for a Better Life: A Profile of Immigrants in the New York State Economy*," *Fiscal Policy Institute 2008, page 102 note 12*).
9. **FALSE.** According to the U.S. Department of Health and Human Services, an influx of undocumented immigrants from Mexico led to 7,000 new cases of leprosy. (*despite being said on CNN's Lou Dobbs show --* <http://www.splcenter.org/news/item.jsp?aid=254>)
10. According to the Public Policy Institute of California, U.S.- born men ages 18-40 are eight times more likely to end up in prison than Mexican-born men who entered the U.S. illegally. (*K.F. Butcher, A. M. Piehl, "Crime, Corrections, and California: What does immigration have to do with it?" Volume 9 Number 3, www.ppic.org*)

ROLE PLAYS. Choose one. 40 - 50 minutes

Goal

Share the full range of perspectives on immigration; have a meaningful discussion about what works and what does not; discuss the issues people encounter in their organizations when pursuing a progressive immigration agenda.

Introduction

Conversations about immigrants can be highly conflictual. Through role plays, participants can articulate the full range of perspectives they hear and feel about immigrants in a non-judgmental atmosphere. They can also strategize about the types of skills and approaches needed to engage colleagues in a discussion about immigration. A role play is an excellent vehicle for participants to share difficult, even hateful, points of view without identifying personally with that viewpoint. It is critical that all perspectives are heard and considered without creating tension and personal attacks.

This is a good time to remind everyone: *No fixing, no saving, no advising, no setting each other straight.* This role play allows participants to take risks without fear of punishment. Hopefully, this conversational space is different from the norm. Emphasize the goal is sharing perspectives and lessons with each other rather than persuasion. Our aim is dialogue, not the defense of individual positions on an issue. From the *National Coalition on Dialogue and Deliberation*:

- **Dialogue** is a process that allows people, usually in small groups, to share their perspectives and experiences with one another about difficult issues we tend to just debate about or avoid entirely. Dialogue is not about winning an argument or coming to an agreement, but about understanding and learning. Dialogue dispels stereotypes, builds trust and enables people to be open to perspectives that are very different from their own. Dialogue can, and often does, lead to both personal and collaborative action. (http://www.thataway.org/?page_id=713)

Typical arguments are:

Anti – Immigration Arguments

- They're taking our jobs away from us.
- They're ILLEGAL!
- Illegal immigrants raise the crime rate in our neighborhoods.
- They undermine the average wage by working for less or under the table.
- Illegal immigrants increase the chance of spreading communicable diseases.
- They will undermine the principle of English as our national language.
- Illegal immigrants are a burden on our health care system – getting free healthcare.
- They overcrowd our schools.
- They increase the demand for more ESL programs.
- Illegal immigrants bring a gang culture with them across the border.
- They are illegal drug users.
- They bring illegal drugs with them to sell in the U.S.
- Illegal immigrants lower safety standards at job sites.
- Their illegal presence makes it more difficult for someone to enter legally.
- They give birth to children here, who then become a burden on the system.

Pro – Immigration Arguments

- They provide the U.S. economy with workers who do work no one else wants.
- They're just trying to provide for their families like anyone else.
- Let's document them, provide a path to citizenship, and get them the benefits due them.
- Once documented they will no longer be part of the underground economy and society, and they will start paying payroll taxes like anyone else to benefit them later in life.
- It's a Human Rights issue, not an illegal alien issue. They deserve better.
- Documenting them will restore their self dignity, self esteem, and bring them out of the shadows, allowing them to participate in the local political economy.
- Documentation will provide their children with a sound education, which will benefit all of society.
- There will be less demand for a gang culture with documentation.
- Documentation will keep the family together rather than tearing it apart.
- Immigrants bring a rich resource of talents to the American workplace.
- Diversity of human culture enriches all of us.

Trade Union Role Play

RESOLUTION:

Be it resolved that the Local Building Maintenance and Custodial Workers Union supports our community Workers Rights Center, an organization advocating on behalf of immigrant workers, by

1. Joining the Executive Board of the Workers Rights Center, and committing to:
 - a. the local union president appoints a union representative to attend monthly Workers Center board meetings;
 - b. the local union contributes \$5,000 annually to the Workers Center.

Instructions: Once you select a group (For/Against/Undecided), you will have 10 minutes to prepare arguments; the Undecided group will prepare questions. At the end of a 15-minute Q&A session, the membership will vote on the Resolution. We will debrief the exercise after the vote.

Undecided: Most members of the Local have not decided what is in Local's best interests and also reflects members' views.

For: The recently elected Local President supports an aggressive organizing campaign of non-union worksites where Latin America immigrants, authorized and unauthorized, dominate. He believes the local should develop ties to local immigrant organizations and openly advocate on behalf of undocumented immigrants. His supporters think this makes moral and strategic sense and fits the AFL-CIO's position on immigrant workers.

- "The AFL-CIO proudly stands on the side of immigrant workers. Immigrant workers are an extremely important part of our nation's economy, our nation's union movement and our nation's communities. In many ways, the new AFL-CIO immigration policy signals a return of the union movement to its historical roots. The AFL-CIO supports legalization with a path to citizenship and political equality. Bringing unauthorized workers out of the shadows protects the rights of all workers." (from: www.aflcio.org/issues/civilrights/immigration)

Against: The recently elected Local Vice President supports calling Immigration and Custom Enforcement (ICE) to conduct a workplace raid whenever foreign-born workers are seen at a non-union worksite. His supporters strongly object to anything that would aid and abet "illegals." They believe the local should serve its current members.

- "Federation for American Immigration Reform seeks to improve border security, to stop illegal immigration, and to promote immigration levels consistent with the national interest. With more than a million legal and illegal immigrants settling in the United States each year, immigration has an impact on education, health care, government budgets, employment, the environment, crime and countless other areas of American life." (from: www.fairus.org)

Instructions for Trade Union Role Play

1. Introduce the Role Play by acknowledging the divisions within the labor movement on immigration. The role play simulates the type of discussion that a union local might have. (1 minute)
2. Distribute the handout and give them a few minutes to read it. Ask if there are any questions (5 minutes)
3. Ask for volunteers to play the part of those opposed and those in favor of the local president's motion. 3-5 volunteers per role, with the majority as Undecideds (5 minutes)
 - i. Encourage individuals to try out new roles; to air their views and the views they know their membership have; to share doubts. This is a role play; they may or may not share their own views.
 - ii. Encourage individuals to weave in elements they would hear at a real meeting.
4. Ask the For and Against groups to find a place outside of the room to develop arguments for their position. The "Undecided" union members stay in the room to develop questions they may want to pose. (10 minutes)
 - i. Make sure every group has paper and markers/pens.
 - ii. Make sure the For and Against groups get started before checking in with the Undecided group.
 - iii. One person should play the President/Vice President of the Local
 - iv. The For/Against group should prepare a brief opening statement along with a list of arguments i.e. reasons, not just feelings
5. Facilitator will call the Membership meeting to order and chair it. (10-20 minutes)
 - i. Begin by announcing that a motion to join the Worker Center Executive Board has been made and seconded by two of the participants playing pro-resolution members. Explain that in order to speak people must raise their hands to be recognized. No Robert's Rules of Order nor any fancy procedural tactics will be used.
 - ii. Have each side make opening statements before the membership begins asking questions
 - iii. Chair the discussion, making sure to give time to all three groups: the pros, the con, and the undecideds, without one group dominating unfairly.
6. End the meeting by asking the Membership to vote on the Resolution.
7. Co-facilitate a large group debrief on the different arguments and questions presented. These are not easy discussions to have, but we must have them if we are to advance the discussion around this vitally important issue. (15 minutes)
 - i. Could participants see themselves having a similar discussion? What lessons from today can they take into those conversations?
 - ii. Can you use what you've learned here to engage friends, family, and co-workers on the issues surrounding U.S. immigration?

Faith Community Role Play

The Players

Church Deacon: You're a deacon in your church and through a local interfaith organization you've become aware of a young family (a mother and infant son) that has recently had to flee their apartment and seek assistance after the husband and father was arrested on his way home from work. On a routine traffic stop the father was unable to produce a driver's license because of his immigration status and was immediately arrested and now faces deportation to Mexico. You have asked that the church solicit donations and prayers for the family from the congregation, but your efforts to do this have been blocked by one of the trustees who is adamant that the church not get involved.

Church Trustee: You're a trustee in your church and believe that the church's first responsibility is to care for its own congregation, none of whom, as far as you know, are "illegal" immigrants. You oppose the deacon's proposal because you feel that it will only encourage disrespect for the law and you don't want the church to be associated with "aiding and abetting" law breakers. For all anyone knows, this mother and son may also be "illegal," so the less the church has to do with them the better.

The Challenge

The deacon knows that as long as the church trustee opposes his/her efforts, there will be no assistance from the church for this family. In this role play, the deacon attempts to persuade the trustee to drop his/her opposition.

CLOSING 5-10 minutes

A clear closing ensures participants leave with a sense of closure.

- Thank yous
 - o Be sure to thank your hosts and those who assisted in organizing the event
- oral evaluation (skip this to shorten)
 - o draw two columns on the board. One is the plus side, the other is suggestions for changes (avoid writing a minus sign, a triangle is a sign for changes)
- Distribute Evaluations and Attendance sheets
- Clean up

DEBRIEFING – within 7 days of the event

Be sure to meet with your co-facilitator (and any others) to discuss the session in more depth. You should have reviewed and summarized the evaluations before this meeting. What are next steps for your community?

EVALUATION

What were your expectations for the workshop?

Were you able to participate comfortably in the activities? Yes/No

What will you take away with you as a result of participating in today's dialogue?

In the next section, please refer to any of the workshop components, such as

- *Agreements;*
- *What Immigrant Generation Are You?;*
- *Quote Matching;*
- *True/False;*
- *Role Play.*

What was most useful about today?

Suggestions for improvement

Let's Talk Immigration!

An interactive workshop promoting public dialogue on immigration

PLEASE FILL OUT THIS ATTENDANCE SHEET

Name: _____

Address: _____

Check the boxes **ONLY** if you wish to be contacted.

Yes! I would like to bring this workshop to my faith, labor, or community organization.

Name of Organization: _____

Your Phone #: _____

Please email me information about upcoming activities/events on immigrant rights and immigration reform.

Email: _____

*APPENDIX
HANDOUTS ONLY*

Can be double-sided

The last 2 pages can be ripped off and returned to facilitators

Let's Talk Immigration!

An interactive workshop promoting public dialogue on immigration



Let's Talk Immigration! is a 90 minute workshop that encourages constructive discussions about immigration, especially with non-immigrants.

Dialogue allows genuine sharing about difficult issues. The goal is understanding and learning in a context of thoughtful reflection and open respectful sharing. Dialogue often leads to both personal and collaborative actions.

We can collaborate with you in planning, facilitating and debriefing your dialogue event. For more info, email letstalkimmigration@gmail.com or leave a message for us at 518/482-5595.



LET'S TALK IMMIGRATION! is a collaborative project of *ARISE* Civil Rights of Immigrants Task Force, the Albany/Capital District Chapter of the Labor Council for Latin American Advancement (LCLAA), and the Labor-Religion Coalition of the Capital District in affiliation with the "Truth About Immigrants" campaign of the New York Immigration Coalition.

Things You Can Do

- **Learn about the rights of workers** to overtime wages, prevailing wage rates for certain public building projects and other programs and services available to all without regard to immigration status. For information or to schedule a presentation, contact the Bureau of Immigrant Workers' Rights in the New York State Department of Labor at 518/ 457-6162 (upstate) or 212/ 775-3665 (downstate).
 - If you know of any worker not being paid overtime or the NYS minimum wage, contact the NYS Department of Labor at 1-800-447-3992. New Yorkers, regardless of immigration status, must earn at least of \$7.15 per hour (including tips).
- **Learn about immigrant contributions to the New York's economy** -- Contact the Fiscal Policy Institute (518/ 786-3156) to receive a copy of *Working For a Better Life: A Profile of Immigrants in the New York State Economy* or download a copy at <http://www.fiscalspolicy.org/immigration2007.html>
- **Learn more about unjust immigration laws** – Play the ICED-game (I Can End Deportation). This on-line video game puts you in the shoes of an immigrant to illustrate how unfair immigration laws deny due process and violate human rights. Visit <http://www.breakthrough.tv/> (flashplayer required and download to your hard drive)
- Visit www.NewSanctuaryMovement.org to **learn what some religious congregations are doing** to make immigrant families visible as children of God in the face of raids and deportations.
- Attend (or help to plan) a **community forum or roundtable discussion on immigration**. Contact a Labor-Religion Coalition member to connect with planning in your region. See http://www.labor-religion.org/local_cap_district_bar.htm
- **Learn about components of Just immigration policies**
 - Read the Unity Blueprint for Immigration Reform, available (along with other resources) at www.AFLCIO.org/issues/civilrights/immigration It provides specific legislative proposals aimed at achieving a workable, just and fair immigration system, including enforcement of all U.S. labor laws, including wage and hour laws, health and safety laws and protection of workers' right to freely join a union.
 - Support statewide policies that give farmworkers and domestic workers the rights and protections from which they are now excluded.
 - Learn about trade policies such as NAFTA (North American Free Trade Agreement), which have led to the impoverishment of working people in Mexico and other countries.
 - Support programs that values families and favors the unification of family members.
 - Support a pathway to earned citizenship that rewards work and dedication to family and community.
 - To learn more see *For You Were Once a Stranger: Immigration in the U.S. Through the Lens of Faith* (2007). Download at Interfaith Worker Justice, <http://www.iwj.org/actnow/imm/immigration.html>

List derived from <http://www.crossleft.org/?q=node/5838>

Agenda

Welcome and Agreements

What Immigrant Generation Are You?

Introductions

Quote Matching

True/False

Role Play

Thank Yous and Evaluations

AGREEMENTS

1. Cell phones off or on vibrate
2. Allow the facilitators to call on you before you speak. Avoid side conversations when others are speaking.
3. OK to pass/skip a turn
4. Step Back/Step Up
5. Speak honestly and respectfully and about your own experience: Say "I believe," "I feel," instead of "immigrants believe"
6. Respect each person's process. No fixing, saving, advising, or setting each other straight. Listen with generosity and kindness.
7. Respect confidentiality

WHICH GENERATION ARE YOU??

Identify the most recent generation of your family to emigrate to the United States.

FIRST	FIRST NATION/NATIVE PEOPLES
1 st GENERATION	THE IMMIGRANTS
2 nd GENERATION	CHILD OF IMMIGRANTS
3 rd GENERATION	GRANDCHILD OF IMMIGRANTS
4 th GENERATION	GREAT GRANDCHILD OF IMMIGRANTS
5 th GENERATION plus	GREAT-GREAT GRANDCHILD OF IMMIGRANTS
GENERATION ?	ANCESTORS UNKOWN

What Generation Are You?

1. Which side of the family has immigrants, maternal or paternal?
2. What country are you or your ancestors from?
3. Do you speak a language other than English?
4. What's a dirty word from your country of ancestry?
5. Do you own family items that have been handed down through the generations?
6. If 1st generation, how did you travel here? Where did you arrive?
7. Have you ever visited the country of origin of your ancestry?
8. Do you prepare foods from your country of ancestry?
9. Are there any customs of your country of ancestry you observe?
10. Is there a "typical" immigration story shared in your family?
11. Has your immigrant heritage ever been a source of embarrassment? pain? pride?
12. Do you participate in any cultural activities of your home country?
13. Do your religious affiliations tie back to your home country?
14. What ethnic club do you belong to, if any?
15. Do you communicate with family and friends in your country of origin/ancestry?
16. Do you celebrate any specific holidays of your country of origin/ancestry?
17. Has your family created a family tree?

QUOTE MATCHING

Match the quote with the immigrant group the speaker is describing.

<p>A "[Immigrants of this group threaten]...nothing less than the possibility of a great and perilous change in the very fabric of our [Anglo-Saxon] race. . . . If a lower race mixes with a higher in sufficient numbers, history teaches us that the lower race will prevail."</p>	<p>1. Italian immigrants in New York City at the beginning of the 20th century.</p>
<p>B "[With respect to this wave of immigrants] [w]e are committing cultural suicide. The barbarians at the gate will only need to give us a slight push, and the emancipated body of Western Civilization will collapse in a heap."</p>	<p>2. Russians, Hungarians, Poles, Bohemians, Italian, Greeks, and even Asiatics at the beginning of the 20th century.</p>
<p>C "[Immigrants of this nationality] are a riffraff of desperate scoundrels, ex-convicts, and jailbirds."</p>	<p>3. The current wave of immigrants, most of whom are from Mexico and other parts of Latin America and the Caribbean.</p>
<p>D "[The immigrants of this nationality] are nothing but "imported beggars" and "animals", "a mongrel mass of ignorance and crime and superstition, as utterly unfit for society's duties as they are for the common courtesies and decencies of civilized life."</p>	<p>4. Irish immigrants in the mid 19th century.</p>

TRUE OR FALSE

Find the **TWO FALSE** statements

1. The IRS recently determined that between 1996 and 2003 undocumented workers paid \$50 billion in federal taxes.
2. The Social Security Administration estimates that the undocumented pay \$8.5 billion in Social Security and Medicare taxes annually.
3. The National Academy of Sciences estimated in 1997 that if immigration patterns remained constant, Social Security will benefit by an additional \$500 billion in contributions by 2022.
4. According to the Urban Institute, the workforce participation rate of undocumented immigrants is 96%, exceeding the rates of both legal immigrants and U.S. citizens.
5. The RAND Corporation recently concluded that health care spending for the undocumented is two-tenths of one percent (0.02%) of all spending by federal, state, and local governments, roughly \$1.1 billion dollars annually.
6. According to the official 9-11 Commission Report, one of the nineteen 9-11 hijackers entered the U.S. illegally by crossing the U.S.-Mexican border.
7. The Center for an Urban Future found that New York City's immigrant neighborhoods, like Flushing, Sunset Park, and Elmhurst, exhibit above average growth in jobs and new businesses.
8. Even Harvard economist George Borjas, a critic of immigration, found that over the past 15 years society gained economically from immigration, but those with less than a high school education experienced a 5% wage decline.
9. According to the U.S. Department of Health and Human Services, an influx of undocumented immigrants from Mexico led to 7,000 new cases of leprosy.
10. According to the Public Policy Institute of California, U.S.- born men ages 18-40 are eight times more likely to end up in prison than Mexican-born men who entered the U.S. illegally.

QUOTE MATCHING ANSWER KEY

A-2 "Russians, Hungarians, Poles, Bohemians, Italian, Greeks, and even Asiatics ...[threaten] nothing less than the possibility of a great and perilous change in the very fabric of our [Anglo-Saxon] race. . . . If a lower race mixes with a higher in sufficient numbers, history teaches us that the lower race will prevail." **1909. US Senator Henry Cabot Lodge (R-MA, 1893-1924).** (See "The Restriction of Immigration" (1909) in Speeches and Addresses, 1884-1909. Lodge authored the essay).

B-3 "[With the current wave of immigrants from Mexico, Latin America and the Caribbean], [w]e are committing cultural suicide. The barbarians at the gate will only need to give us a slight push, and the emancipated body of Western Civilization will collapse in a heap." **2006. US Congressman Tom Tancredo (R-CO, 1999-present).** (See In Mortal Danger: The Battle for America's Border and Security. Tancredo is the author of this book).

C-1 "Italians are a riffraff of desperate scoundrels, ex-convicts, and jailbirds." **1908. NYC Police Commissioner Theodore A. Bingham.** (See "Foreign Criminals in New York" *North American Review* August/September. Bingham authored the article.)

D-4 "[The Irish are nothing but] "imported beggars" and "animals", "a mongrel mass of ignorance and crime and superstition, as utterly unfit for society's duties as they are for the common courtesies and decencies of civilized life." **September 20 1859. Editorial, American Standard (Jersey City).** (Quoted in Herbert Gutman, "Work, Culture, and Society in Industrializing America, 1815-1919" in *The American Historical Review*, Vol. 78, No. 3, June 1973, pages 584-585. This newspaper was also anti-abolition).

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TRUE OR FALSE WITH SOURCES

1. The IRS recently determined that between 1996 and 2003 undocumented workers paid \$50 billion in federal taxes. (*Statement of the Honorable Mark W. Everson, Commissioner, Internal Revenue Service, Testimony Before the House Committee on Ways and Means, July 26, 2006.*)
2. The Social Security Administration estimates that the undocumented pay \$8.5 billion in Social Security and Medicare taxes annually. (*Steve Goss, Social Security Administration's Chief Actuary, quoted in "Illegal Immigrants are Bolstering Social Security with Billions," New York Times, April 5, 2005.*)
3. The National Academy of Sciences estimated in 1997 that if immigration patterns remained constant, Social Security will benefit by an additional \$500 billion in contributions by 2022. (*The New Americans: Economic, Demographic and Fiscal Effects of Immigration, 1997*).
4. According to the Urban Institute, the workforce participation rate of undocumented immigrants is 96%, exceeding the rates of both legal immigrants and U.S. citizens. (*"Undocumented Immigrants: Facts and Figures" 2004, www.urban.org*)
5. The RAND Corporation recently concluded that health care spending for the undocumented is two-tenths of one percent (0.02%) of all spending by federal, state, and local governments, roughly \$1.1 billion dollars annually. (*"Immigrants and the Cost of Medical Care," Health Affairs Volume 25 Number 6, November 2006, www.rand.org*)
6. **FALSE.** According to the official 9-11 Commission Report, one of the nineteen 9-11 hijackers entered the U.S. illegally by crossing the U.S.-Mexican border. *17 were admitted on six-month tourist visas, one had a student visa for two years and one had a 20 day visa.* (see <http://www.9-11commission.gov/report/index.htm> and link to *Staff Statement No 1.*)
7. The Center for an Urban Future found that New York City's immigrant neighborhoods, like Flushing, Sunset Park, and Elmhurst, exhibit above average growth in jobs and new businesses. (*Transcript of forum "Restarting NYC's Economic Engine: Tapping the Economic Potential of the City's Immigrant Entrepreneurs" March 11, 2004*).
8. Even Harvard economist George Borjas, a critic of immigration, found that over the past 15 years society gained economically from immigration, but those with less than a high school education experienced a 5% wage decline. (*"Working for a Better Life: A Profile of Immigrants in the New York State Economy," Fiscal Policy Institute 2008, page 102 note 12*).
9. **FALSE.** According to the U.S. Department of Health and Human Services, an influx of undocumented immigrants from Mexico led to 7,000 new cases of leprosy. (*despite being said on CNN's Lou Dobbs show --* <http://www.splcenter.org/news/item.jsp?aid=254>)
10. According to the Public Policy Institute of California, U.S.- born men ages 18-40 are eight times more likely to end up in prison than Mexican-born men who entered the U.S. illegally. (*K.F. Butcher, A. M. Piehl, "Crime, Corrections, and California: What does immigration have to do with it?" Volume 9 Number 3, www.ppic.org*)

Trade Union Role Play

RESOLUTION:

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Join the Executive Board of the Workers Rights Center, and commit to:

- c. the local union president appointing a union representative to attend monthly Workers Center board meetings;
- d. the local union contributing \$5,000 annually to the Workers Center.

Instructions: Once you select a group (For/Against/Undecided), you will have 10 minutes to prepare arguments; the Undecided group will prepare questions. At the end of a 15-minute Q&A session, the membership will vote on the Resolution. We will debrief the exercise after the vote.

Undecided: Most members of the Local; what is in Local's best interests and reflects members' views.

For: Strongly favors the proposal; view it as making moral and strategic sense. The recently elected Local President supports an aggressive organizing campaign where Latin America immigrants, authorized and unauthorized, dominate non-union worksites. He believes the local should develop ties to local immigrant organizations and openly advocate on behalf of undocumented immigrants.

- The AFL-CIO proudly stands on the side of immigrant workers. Immigrant workers are an extremely important part of our nation's economy, our nation's union movement and our nation's communities. In many ways, the new AFL-CIO immigration policy signals a return of the union movement to its historical roots. The AFL-CIO supports legalization with a path to citizenship and political equality. Bringing unauthorized workers out of the shadows protects the rights of all workers. (from: www.aflcio.org/issues/civilrights/immigration)

Against: Adamantly opposed; strongly objects to anything that would aid and abet "illegals." The recently elected Local Vice President supports calling Immigration and Custom Enforcement (ICE) to conduct a workplace raid whenever foreign-born workers are seen at a non-union worksite. The local should serve its current members.

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Faith Community Role Play

The Players

Church Deacon: You're a deacon in your church and through a local interfaith organization you've become aware of a young family (a mother and infant son) that has recently had to flee their apartment and seek assistance after the husband and father was arrested on his way home from work. On a routine traffic stop the father was unable to produce a driver's license because of his immigration status and was immediately arrested and now faces deportation to Mexico. You have asked that the church solicit donations and prayers for the family from the congregation, but your efforts to do this have been blocked by one of the trustees who is adamant that the church not get involved.

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The Challenge

The deacon knows that as long as the church trustee opposes his/her efforts, there will be no assistance from the church for this family. In this role play, the deacon attempts to persuade the trustee to drop his/her opposition.

EVALUATION

What were your expectations for the workshop?

Were you able to participate comfortably in the activities? Yes/No

What will you take away with you as a result of participating in today's dialogue?

In the next section, please refer to any of the workshop components, such as

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- *What Immigrant Generation Are You?;*
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