



COMPANION CURRICULUM TO THE
ACADEMY AWARD® WINNING FILM

Grades 7-12

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Shine Global would like to thank all those who made this curriculum possible.

WRITER AND EDITOR

Susan MacLaury

Dr. Susan MacLaury, Ph.D, LSW, is the Executive Director of Shine Global. As such, she was an Executive Producer of the Academy Award®- nominated and two time Emmy Award®-winning *WAR DANCE*, *THE HARVEST/LA COSECHA* and *INOCENTE*. She also directs the outreach and advocacy for Shine Global, the non-profit film production company dedicated to ending the exploitation and abuse of children worldwide through films that inform and inspire change founded by herself and her husband, Producer Albie Hecht.

Susan is dually degreed in social work administration and health education. For more than twenty years she directed educational and prevention programs for adolescents in New York and New Jersey. She has also provided extensive staff development to teachers, counselors, and healthcare providers working with adolescents nationally. She currently teaches health education at Kean University.

Susan is the author of “Student Advisories in Grades 5-12: A Facilitator’s Guide,” now in its second printing, as well as producer of the short form documentary, “Project Highroad.”

ASSISTANT EDITOR

Alexandra Blaney

Alexandra Blaney joined Shine Global in 2009 and is currently the Director of Marketing and Production. She graduated from Pomona College where she studied International Relations and History. Her passion is to use media and the arts, especially film, to promote social justice. Alex served as Associate Producer on *INOCENTE*.

A VERY SPECIAL THANKS TO OUR FUNDERS



The Irving B. Harris
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LETTER FROM THE EXECUTIVE PRODUCERS

INOCENTE tells the story of a 15-year old homeless, undocumented artist living in San Diego. Over the past nine years, she and her mother and three younger brothers have moved every few months through more than 25 shelters and other forms of temporary housing. Only her love for art has sustained her. Inocente paints after school at the ARTS (A Reason to Survive) Program where her talent has been nurtured by key staff. The film follows Inocente through several months during which she is given her own art show. At the same time she negotiates a fragile relationship with her family and her own need to grow and separate from them. Inocente reminds us that we are not defined by our past, but by our dreams.

INOCENTE won the Academy Award® for Best Documentary Short Subject in 2013 as well as screening at festivals and in theaters both domestically and internationally and has proven to have a powerful effect on audiences. We hope that audiences will be both inspired by Inocente's inherent strength and moved enough by her circumstances to act on behalf of the million plus homeless and undocumented children for whom she speaks as well as millions of other middle school and high school children whose artistic abilities deserve nurturing.

As the producers of *INOCENTE*, we have always believed in the film's potential classroom and service organization use in middle schools, high schools and universities. With many years experience both teaching personally as well as working with middle school teachers, however, we knew that the film had to be accompanied by excellent curricula.

You can purchase or rent the educational DVD from the Cinema Guild directly on their website www.cinemaguild.com.

Shine hopes that *INOCENTE* will make a vital contribution to both the cognitive and affective learning of students internationally for many years to come. We welcome your feedback and that of your students to these lessons. Please feel free to send these to susan@shineglobal.org.

Sincerely,
Susan MacLaury and Albie Hecht

INOCENTE: ENGLISH/LANGUAGE ARTS LESSON PLANS



GRADE 8 ENGLISH/LANGUAGE ARTS UNIT

PLAN: SURVIVING HOMELESSNESS AS AN UNDOCUMENTED FAMILY

This 4-lesson unit plan is based on the short documentary film, *INOCENTE*. The film will be viewed in the first two classes with accompanying discussion.

ENGLISH/LANGUAGE ARTS STANDARDS:

Standard W.8.1: Write arguments to support claims with clear reasons and relevant evidence.

UNIT GOAL:

To understand the needs of homeless families similar to the Izúcar family depicted in *INOCENTE* and how lack of documentation exacerbates these needs; and to enable students to express their own views about both.

BEHAVIORAL OBJECTIVES:

At the conclusion of this unit students will be able to:

1. Express two different reactions they experienced about the Izúcar family's experience of homelessness as depicted in *INOCENTE* (C);
2. Describe the two most serious concerns they would have if they and their family were homeless (A);
3. Build a compelling position for or against deporting young, undocumented persons by introducing a claim, formally supporting it using at least two credible sources, and debating it (P).

LESSON 1: INTRODUCTION TO INOCENTE AND OVERALL REACTIONS TO THE IZÚCAR FAMILY

This lesson will begin with an introduction by the teacher of the documentary short, INOCENTE, the story of a 15-year old homeless, undocumented artist living with her mother and three younger brothers in San Diego. The family has been homeless for 9 years and in that time has cycled continuously through more than 25 shelters.

Students will view Chapters 1-6 (25 minutes) and will then process what they have seen by responding to the following questions:

1. What is the students' overall reaction to Inocente? Her homelessness?
2. Inocente's father's physical abuse of his wife and children led to his deportation, putting the family on what Inocente calls its "path to homelessness." Is the family better or worse off with him gone? Why?
3. How important is painting to Inocente? Are the students surprised by her artwork? Why or why not?
4. What are the students' reactions to Carmela, Inocente's mother? How does she strive to protect her children? Are her efforts successful? Why or why not?
5. What is one characteristic Inocente exhibits that they do/do not admire and why?

LESSON 2: VIEWING INOCENTE AND DISCUSSING REACTIONS

The teacher will review what the class viewed and discussed in the previous lesson, making the point that students will view the rest of the film today and then relate the Izúcar family's experience to their own. The teacher will ask students if they have had any additional reactions to what they saw and if so to describe these reactions.

The class will resume viewing the film, Chapters 7-11 (15 minutes) and will then process what they saw:

1. What are the students' overall reactions to this segment of the film?
2. We learn that Carmela herself has been abusive to Inocente and is struggling with her own emotional issues. What are their reactions to her? To the scene in which Matt and the lawyer ask her to allow Inocente to live at the youth residence?
3. What are the students' reactions to Inocente's determination to leave her family to live at Toussaint?
4. What motivates Inocente to paint? Do students have any parallels in their own lives, a passion that drives them? If so, would they be comfortable sharing this?
5. If their own families were suddenly forced into homelessness what would be their greatest concern? Why?

Homework Assignment:

Students will be asked to read two articles reflecting opposing views on President Obama's 2012 Executive Order related to young, undocumented persons.

- 1) Title: Obama's latest executive order: new possibilities for US immigrants?
Author: Jason Redmond
Available at:
International Centre for Migration Health and Development Blog
<http://icmhd.wordpress.com/2012/06/26/obamas-latest-executive-order-new-possibilities-for-us-immigrants/>
- 2) Title: Congress moves to block Obama's executive amnesty order
Author: Barbara Geerlings
Available at:
Tea Party Patriots, Inc.
<http://www.teapartypatriots.org/2012/06/congress-moves-to-block-obamas-executive-amnesty-order/>

LESSON 3: DEBATE PREPARATION

The teacher will review what the class covered in the previous session and ask if students have any additional reactions or thoughts to share about personalizing the Izúcar family's circumstances of homelessness. Students will then be asked to consider whether they believe the issue of the Izúcars' lack of documentation was a major contributor to their difficulties in finding permanent housing, and if so, why?

Discussion will now segue into the larger debate of non-documented persons' legal status. The teacher will ask students to first summarize the main points of the blog entry posted on the International Centre for Migrant Health and Development's website and to contrast these with the main points cited by The Tea Party.

Dividing the class into 4 groups, two will be assigned a pro-Executive order position and two the con, and will create a "platform position" that incorporates these. They will then combine into two groups – pro and con – sharing their respective points of view, preparing their overall strategy and electing one member to represent their position in a debate with a representative for the other side.

LESSON 4: DEBATE AND PROCESSING

Each side will have 3 minutes to present their initial positions and 2 minutes for rebuttal.

Processing:

The teacher will ask:

1. How did it feel to work first in their small group, creating their pro or con points, and then to work with their partner group to combine efforts to create a broader position that encompassed both?
2. What were the students' reactions to the debate itself? How well did each side present its point of view? Rebut its opponents?
3. Did one side appear to make a stronger case? If so, how and why?
4. Have the students' personal beliefs on this topic shifted at all as a result of this activity? If so, how?
5. What suggestions would the students make to their Congressional representatives about how to argue for or against the Executive Order?

GRADE 11-12 ENGLISH/LANGUAGE ARTS UNIT PLAN:

SPEAKING AND LISTENING

The following is a 5-lesson unit plan that integrates the short documentary, INOCENTE, and meets national language arts core curriculum standards.

ENGLISH/LANGUAGE ARTS STANDARDS:

Standard SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

UNIT GOAL:

To create presentations on the three issues addressed by the short documentary INOCENTE: homelessness among American children, immigration reform, and the state of arts education in US public schools.

BEHAVIORAL OBJECTIVES:

At the conclusion of this unit students will be able to:

1. Describe two current facts about each: the scope of the problem of homelessness among American children; the status of undocumented children; and the state of arts education in US schools (C)
2. Describe one opinion they hold about each of these issues and why (A)
3. Create a 10-minute presentation on one of the three issues that incorporates one or more forms of digital media (P)

LESSON 1: VIEWING INOCENTE

The teacher will show the first 6 chapters of INOCENTE (25 minutes) and will proceed by asking the following questions:

1. What are students' overall reactions to Inocente and her family's circumstances?
2. What three issues does this film address? (homelessness; the impact of the arts; immigration). How does the film depict each?
3. Inocente's family became homeless when her father was deported. What are the students' feelings about this?
4. How important is art to Inocente's ability to survive day to day? What are the students' reactions to her paintings?
5. What are their reactions to Carmela's admission that at one point she considered suicide and taking Inocente with her?
6. How has homelessness and lack of documentation directly affected the Izúcar family?

Homework Assignment:

Read the three fact sheets on these issues (Appendix A) and write a 250-word essay describing one opinion they hold about each of these issues and why.

LESSON 2: VIEWING INOCENTE AND INTITAL PRESENTATION PLANNING

The teacher will briefly review what the students saw in the previous session and ask for any additional comments or reactions, and will then resume play, showing Chapters 7-11 (15 minutes).

Processing:

The teacher will follow the screening by asking these questions:

1. Why do they believe Inocente and her mother, Carmela, are so estranged?
2. What are the students' reactions to Inocente's spoken word performance? What emotion did she seem to express most strongly?
3. Was there a particular scene in the film that they found to be especially moving? If so, what and why?
4. What are the students' reactions to Inocente's desire to move to Toussaint Academy and live there on her own? Any thoughts regarding why she stayed there so briefly?
5. What would the students' hope for Inocente and her family be? What would it take to see this realized?

For the remaining 10 minutes of class, the teacher will then break the class into 3 groups, assigning one of the three topics to each: homelessness among American children; the impact of cuts in arts education on students; and the special difficulties experienced by children who are both homeless and undocumented.

Homework Assignment:

Students will be asked to begin thinking about the key points they feel should be included in a 10-minute presentation on this topic to the class. Each will be asked to research their topic and either do a page-length synopsis of some aspect of it or to seek a visual representation of it to bring to class the following day as either a link or on a thumb drive.

LESSONS 3 & 4: PRESENTATION PREPARATION

The class will devote these sessions to their small group work on their presentations for Session 5. One member from each group will be asked to bring a laptop and the group will begin creating a power point presentation that educates their classmates on:

1. The scope of the problem among American teenagers
2. At least three ways it seriously impacts their lives
3. Two ways that teens their age can act to address this larger issue.

Their presentation will incorporate one or more forms of digital media. Every group member will be expected to contribute either to its research, power point creation, and/or verbal presentation. The teacher will circulate among groups to answer questions and provide assistance as necessary.

Processing:

The last 5 minutes of Sessions 3 and 4 will be devoted to addressing the following questions:

1. How did the session go overall?
2. What did the group manage to accomplish in preparing for its presentation?
3. Did they learn anything about either their issue or the process of working collaboratively that they want to share with the rest of the class?
4. How are they feeling about making the actual presentation?

LESSON 5: PRESENTATIONS

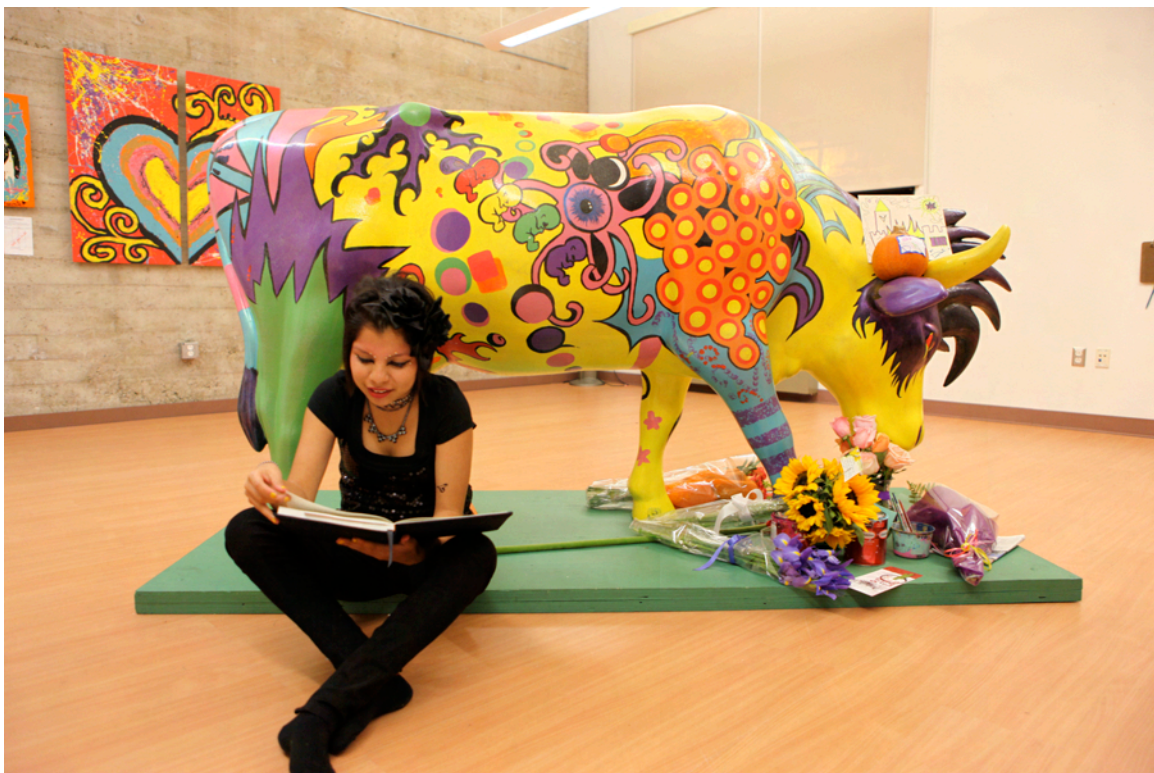
Each group will present their power point with embedded media clips in a 10-minute presentation to the class on their specific topic. There will be 5 minutes of questions/reactions from other classmates to each.

Processing:

The teacher will follow these presentations by asking:

1. How did it feel to work in small groups to consider a topic and create a presentation that addressed this topic?
2. What is one fact the students' learned in researching this topic that most surprised them and why?
3. How would they describe their current opinion about their topic?
4. What do they feel that other students and faculty need to understand about Inocente and the children for whom she speaks?

INOCENTE: SOCIAL STUDIES LESSON PLANS



GRADE 8 SOCIAL STUDIES UNIT PLAN: PERSONAL IDENTITY DEVELOPMENT

The following is a 3-lesson unit plan based on the short documentary, INOCENTE, based on national social studies core curriculum standards.

SOCIAL STUDIES STANDARDS:

NCSS Theme #4 Individual Development and Identity:

Describe and evaluate how one's personal identity is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture, throughout his or her development.

UNIT GOAL:

To explore how personal identity is impacted by cultural, family and institutional relationships.

BEHAVIORAL OBJECTIVES:

At the conclusion of this unit students will be able to:

1. Explain one way that culture, family membership, and shared experiences with friends can each shape a person's development (C);
2. Describe one example each of how their personal identity has been impacted by their culture, family, friends, and their school performance (A);
3. Analyze at least two effects of homelessness and lack of American citizenship on personal identity (P).

LESSON 1: INTRODUCTION TO INOCENTE AND OVERALL REACTIONS TO THE IZÚCAR FAMILY

This lesson will begin with an introduction by the teacher to the 40- minute documentary, INOCENTE, the story of a 15-year old homeless, undocumented artist living with her mother and three younger brothers in San Diego. The family has been homeless for 9 years and in that time has cycled continuously through more than 25 shelters.

Students will view Chapters 1-6 (25 minutes) and will then process what they have seen by responding to the following questions:

1. Inocente and one of her brothers were initially kidnapped by their father and brought to the US. Her mother and younger brother followed and a third brother was born here. What are some of the implications for the family of their illegal entry?
2. The family became homeless when Inocente's father was deported after an incident of domestic violence when she was 6. Do you believe the family was better or worse off as a result? Why?
3. How does Inocente appear to relate to her mother? Beyond the normal tensions between adolescents and their parents, why might there be such a distance between them?
4. What has Carmela had to contend with since coming to the United States? Given the emphasis on closeness in so many Latino families, what might be a particular concern to her?
5. The A.R.T.S. program has clearly been very important to Inocente. How and why?

Homework Assignment:

Latino parents are interested in their child's education, but often find the language barrier an obstacle to assisting with homework and participating in school events and meetings. How might Carmela Izúcar's lack of education and undocumented status affect her ability to participate in her children's education? If you were her, what would help you to actively assist your children in school? Please write a 250 word essay describing your thoughts.

LESSON 2: VIEWING INOCENTE (CONT.)

The instructor will recap the previous session, reminding students that they've watched the first half of INOCENTE and discussed the impact of the family's homelessness and lack of documentation on the family's stability. Today the class will conclude the film and continue discussing the issues it addresses.

Students will watch Chapters 7-11 (15 minutes). In a large group they will discuss:

1. Carmela's despondency and her thoughts of killing her family and herself. What do they believe are the primary contributors to her desperation?
2. It is not uncommon for teenagers and their parents to be at odds. In the case of Inocente and her mother, what factors might make the tensions they experience greater than normal (i.e., history of physical abuse, Carmela's inability to protect her children or support them as she'd like, the disparity in the social pressures the two women experience, etc.)
3. Inocente says she doesn't believe she would survive if she weren't an artist. How important do you feel the ARTS program itself is to her on a day-to-day basis?
4. What are students' reactions to the fact that residences like Toussaint Academy exist for homeless teens, yet Inocente's undocumented family still moves from shelter to shelter?

Homework Assignment:

Inocente feels different from the students in her school. She believes them to be better off and unaware of the problems that families like hers experience. Students are to write a 250-page essay on the theme of "being different" in which they describe at least one way they perceive themselves to be different from their friends, if this difference is positive or negative and why, and one way that their perception affects their personal identity –i.e., how they view themselves.

Students will also be told that they will be discussing these differences in small groups in the following class.

LESSON 3: SHARING PERSONAL DIFFERENCES

The teacher recalls the previous session: viewing the second half of the film and discussing the social realities of Inocente's life that affect her sense of self. Students are then told that they will be discussing their homework assignments in small groups of 4. They will share with one another at least one way that they feel "different" from others and the effect this has had on their self-image.

Groups will have about 15 minutes for this task.

Processing:

This activity will then be processed by the students with the instructor asking:

1. How did it feel, last night, to think about and write out their views on how they differ from others?
2. How did it feel sharing these with classmates today?
3. How easy or hard is it to feel "different" at their age? Why?
4. Are there differences between themselves and others that they value? If so, what and why?
5. Which of these relate to their culture? School experiences? Membership in religious, social, school or sports organizations?
6. How does family income play a role in how they see themselves?
7. Educators and psychologists talk about adolescence being a critical stage in developing personal identity. If they had to complete this sentence: "I am not just _____, I'm _____" how would they do so at this point in their lives?

GRADES 11-12 SOCIAL STUDIES UNIT PLAN: THE RIGHTS OF HOMELESS CHILDREN

The following is a 4-lesson unit plan based on the short documentary, INOCENTE, based on national social studies core curriculum standards.

SOCIAL STUDIES STANDARDS:

NCSS Theme #4 Individual Development and Identity:

Describe and evaluate how one's personal identity is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture, throughout his or her development.

UNIT GOAL:

To explore how personal identity is impacted by cultural, family and institutional relationships.

BEHAVIORAL OBJECTIVES:

At the conclusion of this unit students will be able to:

1. Explain one way that culture, family membership, and shared experiences with friends can each shape a person's development (C);
2. Describe one example each of how their personal identity has been impacted by their culture, family, friends, and their school performance (A);
3. Design a Bill of Rights for students who are homeless and define at least three action steps their high school can implement to meet homeless students' everyday needs (P).

LESSON 1: INTRODUCING THE IZÚCAR FAMILY

The instructor introduces this unit by saying that for the next four classes students will be considering the issues of culture, homelessness, and lack of documentation on the identity of high school students and their families. To bring these issues to life the class will watch the 40-minute doc short, INOCENTE, over two sessions.

The class then watches Chapters 1-5 (22 minutes).

Processing:

The teacher follows this activity by asking:

1. What were students' overall reactions to Inocente herself.
2. To how she defines herself (as an artist, as a homeless person, etc.) and the impact this has on her?
3. What were their reactions to the fact that she and her brother were brought to this country when she was a small child, separating them from their mother and younger brother?
4. Is the family better or worse off since the father has been deported and why?
5. How does being an artist impact Inocente's daily life?
6. What are their reactions to Carmela? What pressures does she deal with daily that may impact her parenting style and abilities?
7. What do students believe to be the greatest challenge facing Inocente and why?

Homework Assignment

The Izúcar family is Latino. Characteristics of Latino families often (but not always) include 1) *familismo* – the belief that the family knows best and that parental dictates are to be followed by children who may sacrifice their own personal interests to ensure the family survives; 2) *respeto* – the belief that they are to give and receive respect and that elders, in particular, deserve this; 3) *simpatia*, or agreeability, the tendency to get along with others even if it means subordinating one's feelings, and 4) *fatalismo*, the belief that one cannot control all aspects of one's destiny.

In 250 words, students are to consider: 1) their own cultural membership and one way it has impacted their sense of personal identity; 2) whether or not this affects their choice of friends, school pursuits and if so, how. They will also be told that they will be sharing elements of this assignment with classmates in small groups.

LESSON 2: WATCHING INOCENTE (CONT.)

The teacher will recap what was seen and discussed in the previous session. Students will then resume watching chapters 6-11 of INOCENTE (16 minutes).

In the large group they will consider:

1. How they interpret Inocente's dream and what it might say about the relationship between her identity as an artist and that as a wife/mother.
2. Their reaction to the fact that moving into Toussaint Academy gives Inocente a stable home while her family continues to move from one temporary shelter to another.
3. Their interpretation of the fact that Inocente keeps her homelessness a secret at school.

Small group activity:

The teacher makes the point that adolescence is the period in which we begin to define and express our personal identity. Many factors contribute to who we are – culture, social institutions and memberships are a few. In groups of 3 or 4, students are asked to reflect on the previous night's homework assignment by addressing this question:

How does my cultural membership affect how I see myself, what I like to do, and at least one personal goal that I have?

Homework Assignment:

Students will be asked to read the fact sheets on homelessness and undocumented families (Appendix A). Based on what they learn, they are to write a 250-word reaction paper that covers:

1. One fact/statistic that most surprised them and why.
2. At least one implication of this fact for students their age who are homeless and/or undocumented.
3. One step they believe a high school could/should take to identify and support such students

LESSON 3: CREATING A SCHOOL-WIDE ACTION PLAN FOR HOMELESS STUDENTS

The teacher will review the previous session's activities of watching the remainder of INOCENTE, discussing it, and in small groups reflecting on the impact of students' cultural membership on their sense of identity. Today, the class will also build on a homework assignment to begin to create an action plan designed to address the needs of homeless students in high schools.

Students will move into groups of 4. Within these they will discuss their assignments: what struck them most about the realities of being homeless and/or undocumented in the US, how they would feel/react if they were "different" by virtue of not having a permanent home or not being a full citizen; and one service their high school could provide that would be of special help to them in such a situation.

Students will work for 15-20 minutes in their small groups.

Processing:

The teacher will then help them to process their experiences by asking them:

1. To summarize some of the realities of homelessness that seemed most impactful on students their age and why.
2. If there was any consensus about how being homeless would make them feel and if so, what it was;
3. What services they feel they would need from their high school if homeless or undocumented.

The teacher will attempt to generate a list of these needs/services that reflects the majority view.

LESSON 4: CREATING AN ACTION PLAN TO ADDRESS THE NEEDS OF HOMELESS STUDENTS

The teacher will review the previous session's small and large group discussion on the impact of homelessness and lack of documentation on teens and their families. He/she will also put up on board (or distribute in a handout) the 4-5 most compelling needs/services they discussed this population might have.

Returning to small groups, each assigned one of these needs, students will brainstorm at least one concrete way their high school could meet these needs with current resources. Each group will share theirs with the large class, which in turn will comment on and critique it.

When consensus has been reached about the value of each, the class will compile them into an action plan to be presented to their administrator who will be invited to attend an upcoming class to respond to it.

INOCENTE: HEALTH EDUCATION LESSON PLAN



GRADE 8 HEALTH EDUCATION UNIT PLAN: THE IMPACT OF HOMELESSNESS ON PERSONAL HEALTH

The following is a 5-lesson unit plans for Grade 8 incorporating the short documentary, INOCENTE, and based on national health education standards.

HEALTH EDUCATION STANDARDS:

National Health Education Standard 2:

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Performance Indicator 2.8.4:

Evaluate how the school and community can affect personal health practice and behaviors.

UNIT GOAL:

To evaluate how the school and community can affect personal health practice and behaviors.

BEHAVIORAL OBJECTIVES:

At the conclusion of this unit students will be able to:

1. Describe one way that homeless students' health might be negatively affected by school experiences (C);
2. Recall one instance in which their school experience had a positive effect on their health practices and one way it negatively affected them (A);
3. Create and present a 5-step action model their school could follow to positively impact the health of homeless students (P).

LESSON 1: MEETING INOCENTE AND HER FAMILY

The teacher will introduce this unit by explaining that students will be working for the next 5 sessions on the impact of homelessness on health, explaining that more than a million children in America are homeless, representing virtually every school district. Because they are an invisible population their needs frequently go unrecognized, particularly their health needs.

The students will watch a film called INOCENTE, meeting a homeless, undocumented 15-year old artist by the same name, her mother and three younger brothers. The class will spend this session and the next watching the film and discussing their reactions to it. In Lesson 3 they will consider how schools can impact the wellbeing of homeless children both positively and negatively. In the 4th session they will act out these consequences and discuss steps a school can take to prevent these from happening. Finally, in the 5th session they will create posters to display positive steps their school can take to protect homeless students' wellbeing.

The teacher will play the first 5 chapters of INOCENTE (22 minutes).

Processing:

Students will be asked to consider that health encompasses how we feel physically, emotionally and socially. Given this, how might Inocente's health have been impacted by:

1. Her daily routine, moving from temporary residence to school to the after-school program?
2. The family's living conditions?
3. The fact that no one at school knew she was homeless, and how that isolated her?
4. Her attitude about her life; her art?
5. The family's history of physical abuse and alcoholism and its potential impact on Inocente?
6. Her mother's despair and threatened suicidal gesture?

LESSON 2: MEETING INOCENTE (CONT.)

The instructor will recap the previous session, recalling what the students saw and discussed and repeating the definition of health as being physical, emotional and social.

The students will then watch Chapters 6-11 of INOCENTE (16 minutes).

Processing:

Students will discuss:

1. The impact of the tension between Inocente and her mother on them both: what seem to be the major contributors to it?
2. Is being selected to mount a show a positive or negative for Inocente? Why?
3. What is the potential impact of moving to Toussaint Academy on Inocente's well being? Why might she have not lasted there?
4. What are students' reactions to her efforts to balance her art with a prospective family life?

Paired Activity

In the remaining 10 minutes of the class students will be paired and asked to share one way school has had a positive impact on their health and another that has been negative.

Processing:

The teacher will aid the students in processing the activity by asking:

1. How did it feel to recall these positive and negative experiences?
2. How did it feel to share them?
3. What did they learn about themselves through these experiences?

LESSON 3: HOW THE SCHOOL CAN IMPACT STUDENTS' WELL BEING

The teacher will recall that in the previous lesson students saw the second half of INOCENTE and considered several ways that being homeless created stress in the Izúcar family and affected her health and that of her family members. It wasn't stated in the film, though Inocente has talked about this in interviews, but she not only kept silent about being homeless in her school, she was also bullied by students and remains angry at teachers who knew but did little to help her.

The fact was mentioned in the first lesson that more than 1 million children living in America today are homeless, which is actually 1 in every 45. It is probable that students in their school are among these numbers.

In this session, the class will brainstorm all the positive and negative ways that schools can impact homeless students' physical, emotional and social health by coming to the board and inserting their comments into one of 6 columns: physical health (+ and -); emotional Health (+ and -); and social health (+ and-). They will then review and discuss these and the teacher will save the responses for the following two sessions.

Physical Health +	Physical Health -	Emotional Health +	Emotional Health -	Social Health +	Social Health -

Processing:

The instructor will ask:

1. How did it feel thinking of these positives and negatives?
2. Did they see anything written that surprised them and if so, what?
3. Which of the negatives seems most serious to them and why?
4. How do they respond to the positive impacts school can have?

LESSON 4: PERFORMING SKITS ABOUT NEGATIVE WAYS SCHOOLS CAN IMPACT HEALTH

The teacher will have recorded students' positive and negative impact ideas from the previous session. After recalling highlights of that discussion, students will be broken into 5 small groups and each group will be assigned a potentially negative impact on homeless children's wellbeing. They will then have 5 minutes to create a role-play that illustrates this negative.

Each group will act out their negative scenario.

Processing:

After each skit, the teacher will ask:

1. What was the negative consequence acted out by the small group?
2. How did they feel watching it?
3. What makes this scenario potentially damaging to kids' health?
4. What could be done differently to protect students?

At the end of the session the teacher will ask the class:

1. How did it feel watching these skits?
2. Which struck them the most and why?
3. What positive alternatives did they discern?

LESSON 5: POSTER SESSION

The teacher will recall that in the previous session students had focused on the potentially negative ways school can impact homeless children's health. Today we will focus on the positive by recalling what the students identified in Lesson 4. He/she will divide the class into 6 groups and assign each one of the potentially positive ways schools can impact the wellbeing of homeless students.

Each group will be given poster board, markers, glue, and magazines and asked to create a poster that illustrates that potentially positive impact.

The class will have 20-25 minutes to complete this assignment. Each group will then present its poster to the class and explain it. Students are invited to give constructive feedback on each.

Processing:

The teacher will ask students:

1. How did it feel working in groups to create their posters?
2. How would they feel about displaying these posters in the hallway for other students?
3. Can they discuss one fact they've learned or one belief they've questioned as a result of this unit?
4. Is there anything they believe they might do differently as a member of the school community to be more aware of homeless peers and the challenges they face?

GRADE 11-12 HEALTH EDUCATION UNIT PLAN: THE ROLE OF THE FAMILY IN PROMOTING HEALTH

The following is a 5-lesson unit plan for Grades 11-12 incorporating the short documentary, INOCENTE, and based on national health education standards.

HEALTH EDUCATION STANDARDS:

National Health Education Standard 2:

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Performance Indicator 2.12.1:

Explain how the family influences the health of adolescents.

UNIT GOAL:

To explore how the family influences the health of adolescents.

BEHAVIORAL OBJECTIVES:

At the conclusion of this unit students will be able to:

1. Identify three events/conditions experienced by the Izúcar family that impacted Inocente's wellbeing (C);
2. Describe which of these they believe would have the most damaging effect on them were they to experience it and why (A);
3. Create an action plan containing at least two steps that adolescents similarly impacted might take to protect their health (P).

LESSON 1: MEETING INOCENTE AND HER FAMILY

The instructor will begin this lesson by stating the World Health Organization (WHO) definition of health: A state of complete physical, emotional and social wellbeing.

Students will be asked to keep the breadth of this definition in mind as they watch the short documentary, *INOCENTE*, over the next two class sessions and discuss the family it depicts.

The instructor will introduce the film by explaining that it is the story of a 15-year old homeless, undocumented artist living in San Diego with her mother and three younger brothers who survives through her ability to make art. The instructor will show the first 22 minutes of the film (Chapters 1-5) which introduces us to Inocente and her mother, Carmela, explains the family violence that resulted in her father's deportation when she was 6 and how this forced the family into homelessness.

Processing:

At the conclusion of this screening the students will share their perceptions and questions in response to these questions from the instructor:

1. What was their overall reaction to Inocente herself and why?
2. How would they describe her current living situation? How does it appear to impact her?
3. How important is it that she has the chance to make art?
4. Is the Izúcar family better or worse off financially given the deportation of Inocente's father?
5. How might being homeless affect the family's physical wellbeing?
6. Is the family better or worse off without the father's presence? Why?
7. We know that Inocente feels guilty that she somehow caused her father's deportation. What do students imagine the impact that final night of violence has had on her mother, Carmela?

Homework Assignment:

The students will be asked to write 250 words on which of the challenges facing the Izúcar family they feel would be hardest for them to contend with and why. They will also describe one step they might take in Inocente's position to protect their own health, based on the WHO definition.

LESSON 2: FILM VIEWING AND DISCUSSION OF PERSONAL REACTIONS

The instructor will recap the previous day's viewing and discussion and will then resume showing INOCENTE at Chapter 6, which will take 15 minutes.

Processing:

The students will share their reactions to the following questions:

1. What were their responses to Carmela's effort to commit suicide with Inocente?
2. What were their reactions to Inocente's first art show? To Carmela and her sons showing up?
3. Do they feel it was best for Inocente to move out and live in the teen residence? Why or why not?
4. Why do they feel it might have been hard for Inocente to stay at Toussaint?
5. How do they interpret Inocente's dream?
6. Building on their homework assignment, which of the challenges Inocente faced do they feel would be hardest for them to overcome and why?

Small Group Assignment and Discussion:

For the remaining 10 minutes of class time, students will each be assigned to one of three groups: physical, emotional, and social wellbeing. Within their respective groups students will brainstorm ways in which homelessness, exacerbated by lack of legal documentation, might impact each aspect of wellbeing.. At least one student for each group will be asked to bring their laptop to the next three class sessions

Homework Assignment:

Each student is to do online research on the impact of homelessness on the aspect of health to which they have been assigned, focusing specifically on children and adolescents. They are to bring their findings to class the following day prepared to contribute it to a group project. They are also to find at least one visual representation that illustrates their findings and to either send their findings to their classmate who will be bringing his/her computer or to put them on a flash drive to bring to class.

LESSONS 3-4: COLLABORATING ON A GROUP PROJECT ABOUT THE IMPACT OF HOMELESSNESS ON HEALTH

The teacher will recap the previous class session by recalling that students watched the conclusion of INOCENTE and were then each assigned to consider the impact of homelessness and lack of documentation on either persons' physical, emotional or social well-being and to further research their topic at home.

They will spend this lesson and the next working collaboratively in their groups to create a 10-minute presentation on their topic to present to the class. They will first select a secretary to record what is shared. They will then each report what they found working independently. The group will then create a master list of health issues to address in their presentation and how to do so most engagingly. They will additionally view and vote on the visuals they will embed and where/how they will do so.

Their presentation will include:

- 1) An overview of the kinds of physical, emotional or social health problems that are associated or exacerbated by being homeless and undocumented;
- 2) An analysis of how children/teens are especially affected;
- 3) Recommendations of at least 2 types of health services that must be available to address these problems.

The students will document the resources they consult and will embed at least 4 visuals (charts, graphs, photographs, video clips, animation, etc.) into their project.

It is the group's responsibility to ensure that every member makes a comparable contribution to the overall presentation, either through their research, project design, or their spoken role in the actual 10-minute presentation on Day 5.

Processing:

During the final 5-10 minutes of Lesson 3 and Lesson 4, the students will process the small group work by the teacher asking:

1. What were students were able to find in doing their initial research?
2. How well did it work to begin combining individual findings into a single report?
3. Whether or not they were able to find visuals to support their case?
4. What questions do they have about presenting their project?

LESSON 5: GROUP PRESENTATIONS

Each group will get up and make an 8-10-minute presentation on their health aspect—physical, emotional, or social – and how it is impacted by homelessness and lack of documentation. Each presentation will be followed by 2-3 minutes of questions/comments from other students.

Processing:

The instructor will thank the students for their efforts and make the point that the unit's work has demonstrated the potentially negative impact of homelessness, especially among undocumented persons, upon person health. He/she will then ask students:

1. How did it feel working on their group projects?
2. What did they learn that most surprised them?
3. Is there is any action they will take personally to try to make a difference in the lives of homeless children and teens and if so, what?
4. Recommending that students visit www.inocentedoc.com to learn more about how they can help.

INOCENTE:
COMPANION CURRICULUM APPENDICES



APPENDIX A: FACT SHEETS

All fact sheets are also available for download from www.inocentedoc.com

- Homelessness for Children in the US: Some Startling Statistics
- Undocumented Children in the US
- The Importance of Arts Education

HOMELESSNESS AMONG CHILDREN IN THE US: SOME STARTLING STATISTICS

- The United States has the largest number of homeless women and children of any industrialized nation
- *The statistics below are the best estimates of the extent of homelessness, but it is important to note that they are undercounts.*

Startling Numbers

- 1 in 45 children in the US are homeless.
- On any give day, 200,000 children have no place to live.
- Homeless families comprise approximately 34% of the homeless population.
- Almost 40% of the entire homeless population is under 18.
- 42% of these homeless children are younger than 6

Health Problems Due to Homelessness

- Homeless children are sick four times more often than other children.
 - Four times as many respiratory infections.
 - Twice as many ear infections.
 - Five times more gastrointestinal problems.
 - Four times more likely to have asthma.
 - Go hungry at twice the rate of other children. 57% of homeless kids spend at least one day every month without food.
- They have high rates of obesity due to nutritional deficiencies
- They experience three times the rate of emotional and behavioral problems of non-homeless children

Experiences of Violence

- By age 12, 83% had been exposed to at least one serious violent event.
- Almost 25% have witnessed acts of violence within their families.

Educational and Developmental Issues

Children experiencing homelessness are:

- Four times more likely to show delayed development.
- Twice as likely to have learning disabilities as non-homeless children.
- (At least 20 %) are unable to attend school.
- Subject to frequent school changes. Within a year, 41% will attend two different schools and 28% will attend three or more schools and each change sets them back 4-6 months.
- Far less likely than other children to be at grade level: (Among homeless children in grades 3-12, only 48% were proficient in reading, 43% were proficient in math, and 36% repeat a grade)
- Much less likely to graduate from high school (Approximately 1.16 million of homeless children today will not graduate).

UNDOCUMENTED CHILDREN IN THE US

Shocking numbers:

- There are 1.6 million undocumented children in the United States.
- California has 40% of the undocumented students (this includes all grade levels)
- Each year, 65,000 undocumented children graduate from public U.S. high schools
- Only 1 out of every 20 undocumented high school seniors attend college. This is largely because they have no access to federal aid or in-state tuition, so the cost is insurmountable.

Health issues:

- The Pew Hispanic Center estimated in 2005 that 59% of the nation's undocumented immigrants are uninsured, compared with 25% of legal immigrants and 14% of U.S. born.
- Researchers found that during the time right after they arrived in the US, Mexican migrants were nearly twice as likely to experience depression or anxiety issues.

Some of the reasons for these increased mental health issues:

- Failure to succeed in country of origin
- Dangerous border crossings
- Limited resources once in the U.S. (especially in regards to health care)
- Restricted mobility
- Marginalization and isolation
- Blame/stigmatization and guilt/shame
- Vulnerability/exploitability (especially in regards to fair wages)
- Fear and extreme stress about deportation or troubles with the law

The DREAM Act

- The Development, Relief, and Education of Alien Minors Act, is a bipartisan bill that would give students who grew up in the United States but were not born in the United States a chance to contribute to our country's well-being by serving in the U.S. armed forces or pursuing a higher education. After a lengthy process, the best and brightest qualified students would be able to earn citizenship.

Benefits:

- It would contribute to our military's recruitment efforts and readiness
- It would make our country more competitive in the global economy by allowing these young people to live up to their fullest potential
- It will have important economic benefits, since the students impacted by the act could add between \$1.4 to \$3.6 trillion in taxable income to our economy over the course of their careers, depending on how many ultimately gain legal status.

These facts were compiled from Undocuhealth.com, The Pew Hispanic Research Center, The Advocates for Human Rights, Advances in Nursing Journal, Whitehouse.gov and Dreamact.info.

THE IMPORTANCE OF ARTS EDUCATION

17,000 community organizations (such as Boys & Girls Clubs, libraries, parks and rec) are using arts to:

- Divert youth from gangs, drugs, and the juvenile justice system
- Provide a cost-effective approach with better results than sports and boot camps
- Reduce truancy and improve academic performance
- Build self-discipline, communication, and job skills

Example: The Arts Apprenticeship Training Program at the Manchester Craftsmen's Guild in one of Pittsburgh's poorest neighborhoods found that;

- 80% of participants go on to college compared to 20% of the community's non participating youth
- In the program's three years, juvenile crime dropped 27%
- For 11- and 12-year-old youth, the rate of repeat criminal behavior dropped 64%
- The cost per participant is \$850 per year vs. \$28,000 per year for juvenile boot camp

The US Department of Justice finds that these programs:

- Increase the ability to express anger appropriately, and to communicate and cooperate effectively with others
- Increased academic stamina
- Reported a decrease in delinquent behavior
- Resulted in improvements in attitude towards school, self-esteem, and self-efficacy
- Fewer new court referrals during the program period
- New offenses by participants during program period tended to be less severe than prior to the program

A study by Stanford University found that young people who participate in the arts for at least three hours three days a week through at least one full year were:

- 4 times more likely to be recognized for academic achievement
- 3 times more likely to be elected to class office within their schools
- 4 times more likely to participate in a math and science fair
- 3 times more likely to win an award for school attendance

In the last decade, arts education in schools has decreased dramatically:

- 16% of districts reduced elementary school class time for music and art
- In 2006, 89% of schools in California failed to offer a standards-based course of study in music, visual arts, theater, and dance

Regardless of push from New York City Mayor Bloomberg, still only 45% of elementary schools, 35% of middle schools, and only 34% of high schools in NYC provided arts education in all four forms.

Appendix B: Websites for Further Resources and Information

GENERAL

Official film website – <http://www.inocentedoc.com>

Inocente Resources on MTV - <http://act.mtv.com/inocente>

A Reason to Survive (ARTS) - <http://www.areasontosurvive.org/>

* The San Diego program featured in the film

ARTS EDUCATION

Americans for the Arts - <http://www.artsusa.org/>

California Alliance for Arts Education - <http://artsed411.org/>

HOMELESSNESS

Campaign to End Child Homelessness - <http://www.homelesschildrenamerica.org/>

*great resource for state by state information on child homelessness

Hollywood Homeless Youth Partnership - <http://hhyp.org/>

Minnesota Coalition for the Homeless Student's Guide to Ending Homelessness:
<http://www.mnhomelesscoalition.org/downloads/Students%20Guide%20to%20Ending%20Homelessness.pdf>

National Association for the Education of Homeless Children and Youth -
<http://www.naehcy.org/>

National Coalition for the Homeless - <http://www.nationalhomeless.org/>

IMMIGRATION REFORM

Define American - <http://www.defineamerican.com/>

Mexican American Legal Defense and Education Fund - <http://www.maldef.org/>

New York State Youth Leadership Council - <http://www.nysylc.org/>

United We Dream - <http://unitedwedream.org/>