

Facilitation Guide or Lesson Plan Workshop:

New Insights: winning on immigration. Research findings and analysis



Introduction

The report on the study *New Insights: winning on immigration* indicates that we are stagnant, perhaps regressing or moving very slowly in matters of immigration justice. All this obviously contradicts the common expression, "The United States is a nation of immigrants."

This training guide assists in facilitating the workshop of the report *New Perspectives: New Insights: winning on immigration*. Also, this guide pretends to broaden the understanding and dialogue about the report key findings.

Undeniably, disfranchised people are under the weather, and immigrants in the front line, "the fear and insecurity have torn them apart along with their communities."

Overall, in the US, the mainstream immigration debate is primarily a debate among elites. The debate is highly polarized, with conservatives asserting the importance of the "rule of law" on one side and liberals calling for compassion on the other.

First, liberals, conservatives, and immigration activists each refer to the country's "broken immigration system." The phrase is repeated, with the speaker assuming that we all agree about what exactly it means.

- But for conservatives it means that the system is so broken that immigrants can violate the rules without facing penalties. They argue that undocumented immigrants are refusing to "wait their turn" and ignoring the rule of law.
- Liberals, on the other hand, would like a clearer pathway to citizenship for undocumented immigrants and they would prefer that immigration officials not target law-abiding immigrants who are long-term residents of the United States.
- Immigrant activists see an immigration system that forces people into the shadows and fails to recognize their contributions to American society.

The question is, when immigrant advocates criticize a "broken immigration system," do they

inadvertently give power to conservative critiques of an out-of-control border?

Second, an example is the common phrase used by many DACA supporters that young people “came to the US through no fault of their own.” This phrase resonates with the liberal position that immigrants are needy victims of circumstance, as well as conservative positions that someone is “at fault” – their parents, who deliberately broke the law.

The study *New perspectives: Progressing in immigration*, confirms something we suspected; Even our “natural allies” when it comes to immigration have conservative positions. We assume that second and third generation immigrants, African Americans, women, youth and other progressive liberals supported us, but the study says no. This is an alarming indicator that tells us that who should be our friends may not be.

Then, we invite you to take a moment of your valuable time and put critical thinking and judgment into the findings or results of the investigation. This guide aims to help us reflect in an orderly and thorough manner, since we will start from our practice in terms of

- Shifting the migrations narratives in light on the report.
- Create new more effective and winning narratives.
- Influence our allies, who have moved us away or that we have pushed, so that they return to give their support and promote the new narratives.
- Identify those who do not care about migrants or flatly reject migration. Then look for the common points with which we could work together and gain some of their support.
- Rekindle the fame of creativity to create narratives aimed at those who reject us altogether, and perhaps we achieve that some of them at least do not attack us or give us some kind of support.

Let's not lose sight of the fact that migration and its future is very uncertain, now more than ever. The changes in progress and those that lie ahead are not as expected. The study indicates that there is at least hope of change and find the way to regain our natural allies. For this, it is undeniable that we must change the narratives and strategies, well thought out, clear, concise and set to win, that would empower us to resist, gain strength and change the situation of the migrant positively, in the long term.

We must never forget that only the people save the people.

Methodology: steps to follow for the dialogue

We will study the report on the study *New Insights: winning on immigration with participatory techniques based on popular education*. This means that we will start from our current practice, from what we do and achieve with our work activities.

We will dialogue in group to recognize our potential and difficulties, and thus return to an improved or different practice from what we did before. In that way we write our own history, of, with and for migrants.

The participatory techniques proposed in this workshop facilitate the work of thinking together. We insist, not only for the simple common understanding of things, but also to ensure dialogue; ‘ this exchange of ideas and words that will allow us all to solve the difficulties of our migratory practices, and at the same time create new migration narratives and strategies

in the United States.

This methodological guide is best facilitated only if you join a team of concerned people: collaborators, volunteers and staff of the organizations. Of course there will be teaching materials, which will allow participants to have a better understanding, through sharing knowledge and experiences. We will also utilize images, drawings or photos, videos, illustrated sheets and printed pamphlets and brochures.

For this workshop the teaching materials are:

- The pamphlet with the research summary
- This methodological guide
- 4 videos
- 1 flipchart

List of Participants: It is important to take into account leadership at all levels, especially those who are in daily contact with people. Expressly the leaders of popular organizations and grassroots communities. It is recommended to work with groups of 15 to 20 people.

The facilitators should guide the learning process with the participants, without forgetting their experiences and knowledge. We must share together our analysis and reflections on the study of building a culture of migration based on new narratives and organizational strategies.

Finally, let's not forget to keep the order to follow in each learning activity, to facilitate the workshop on the results of the research. As usual, each activity or theme has the following components or parts:

- a) Activity theme
- b) Time
- c) Specific objective to achieve
- d) Name of the technique
- e) Procedure
- f) Resources

Materials and logistics: Remember that it is not recommended to be doing things at the last minute. Before arriving at the workshop, the facilitators should meet with the facilitator team and review all this guide and its support materials. At the same time the tasks distribution, and always thinking about the participants and their previous educational experiences.

You must also have enough copies of the materials for the participants. It is also important to make sure all equipment is operational ready to go. All materials and equipment needed has to be beforehand at to the training site.

Objectives

1. Rescue and transform the principles and values that make the United States a nation of immigrants, which rebuilds it as the most perfect union.
2. Start the construction of new narratives based on the report and reflection of our practices, so that we promote winning migration strategies and narratives.

3. Provide tools for migrants to redefine themselves and to regain the most authentic and liberating new narratives in front of the dominant narratives.
4. Provide tools for immigrants and their organizations to conduct a broader analysis of their reality, based on the real balance of the power of immigrants and those who oppose or reject immigrants.
5. Ensure that the potential allies of migrants favor and use these new narratives, as part of the advocacy, communication, organization and their practices of the struggles that are waged by immigrants.

AGENDA

No.	Themes	Time Mins.
1.	Welcome and community agreements	15
2.	Personal introduction	20
3.	Watch segment of the video Adam Ruins Immigration	10
4.	Images on migration – Reflect among codes and its decoding	40
5.	Watch a power point showing the 4 main narratives	25
6.	What are narratives and why are they so important to us?	35
7.	Analyze the effect of the themes and images promoted by the defenders and detractors of immigrants.	50
8.	How could the support or defense messages of immigrants resonate with liberal and conservative positions? Brainstorm in plenary.	30
9.	Create new narratives and strategies on migration. Deliver a guide of questions that would facilitate the dialogue. From here, where are we going? What elements of a new narrative against the hegemonic and dominant narrative can be advanced? - Conclusions and recommendations - Small groups work	120
10.	Evaluation and adjourn	15
		6 Hrs. 360

1) Theme: Welcome and community agreements – Time: 15 min

a) The facilitator welcomes and appreciates the attendance of those present. Here are explanations of the logistics and the premises. ‘

(see annex I - attendance list).

b) Start by presenting to main topic: new insights on immigration, to help in the reflection of the future of our new narratives, strategies and struggles in migration.

c) Theme: Community agreements - A suggested list of community agreements is presented. Agreements are removed or added, and a consensus is reached on how we will behave during the workshop.

2) Theme: Personal Introductions - Time: 15 min

a) **Specific objective:** To welcome participants and learn about their expectations.

b) **Technique:** Hot ball (Pelota caliente)–

c) **Procedure:** Self-introductions:

i) Place everyone in a circle and the facilitator places herself/himself in the center.

ii) Then her/him will start the game saying, “this ball is hot, is burning me...” at the same gently throws the ball to one participant.

iii) The participant who receives the ball, quickly, has to:

(1)-introduce herself/himself,

(2)-say where he/she comes from,

(3)-the organization that represents, and

(4)-what is her/his expectation of this workshop.

iv) After that he/she throws a ball, or else her/his hands will burn.

v) The game finishes when all participants have introduced themselves.

d) **Resources:**

i) Conference room

ii) Easel pad

iii) Markers

iv) Medium Ball

v) LCD projector, laptop, recorder and 6 microphones

3) Theme: Watch segment of the video Adam Ruins Immigration – Time: 15 min

a) **Specific objective:** To introduce the current dominant narratives on immigration around the main conservative messaging on deportations.

b) **Technique:** Video and plenary.

c) **Procedure:**

i) Give a brief explanation of the video content before showing it. Explain the following: *“The video shows specifically, how racist mass deportations have historically led to disaster and why immigration courts are a huge mess. Through the character named Gaby and the interaction with her Grandmother, they talk about the migrant’s setbacks and the need to stand up a fight for their right stay here. (in U.S.)”*

ii) Show the portion of the video.

iii) Q & A - Facilitators record the dialogue.

iv) General conclusions will be recorded.

d) **Resources:**

i) Meeting room

ii) Easel pad

iii) Markers

iv) LCD projector, laptop, recorder and 6 microphones

v) Good sound system

4) Images on migration – Reflect among codes and its decoding – Time: 40 min

a) **Specific objective:**

i) To reflect on the current situation of migrants based on the analysis of the messages sent by the drawings or codes, while recovering the current dominant narratives.

b) **Technique:** Coding images, small groups work & plenary

c) **Procedure:**

i) Organize the participants in 3 small groups work. Every group will decide who will coordinate and who will record the results.

ii) The participants will observe, analyze and share her/his understanding of the codes. Then, they will choose codes for its decoding. They have to engage in a dialogue of images main messages, narratives through answering the following questions:

(1) what they see and understand?

(2) What are their feelings about it?

iii) All groups will share their work results

iv) At the same time, facilitators record the answers & dialogue mains ideas

(1) NOTES: The facilitators need to get support to immediately record in butcher paper easel pads the main ideas of the presentations and dialogue. Every paper has to be previously printed the following headings:

Paste codes selected	What do you see...	& understand?	What did you feel?	Other observations

v) General conclusions will be share and recorded.

d) Resources:

i) Meeting room

ii) Easel pad

iii) Markers

iv) LCD projector, laptop, recorder and 6 microphones

v) Color copies of the same set of coding/drawings (the same one for every group)

vi) Scissors, glue sticks/tape or masking tape

5) Present power point showing the 4 main narratives — Time: 30 min

a) Specific objective:

i) To share the 4 findings, and at the same time compare themes, ideas, key phrases and narrative elements used by conservatives and liberals.

b) Technique: Power point presentation & dialogue in plenary

c) Procedure:

i) Present the power point (ask participants to follow through pages 6 to 13 in the pamphlet.)

ii) Q & A - Facilitators record the dialogue.

iii) General conclusions will be recorded.

d) Resources:

i) Meeting room

ii) Easel pad

iii) Markers

iv) LCD projector, laptop, recorder and 6 microphones

v) 15 copies of the pamphlet New Insights.

6) What are narratives and why are they so important to us? – Time: 35 min

a) Specific objective:

i) To share the definition of what is understood and practiced by narratives in the United States, so that at least one clear example of dominant narratives is used and understood.

b) Technique: Dialogue in plenary

c) Procedure:

i) Present the cover of the pamphlet New Insights as an example of migration narrative.

(I) Then ask the participants,

(a) What is the message of this image?

(b) Is this a narrative, strategy, or both? Why?

ii) Ask one participant to read the narrative definition in the handout (see attachment I)

iii) Q & A - Facilitators record the dialogue.

iv) General conclusions will be recorded.

d) Resources:

i) Meeting room

ii) Easel pad

iii) Markers

iv) LCD projector, laptop, recorder and 6 microphones

v) 15 copies of the narrative's handout.

7) Analyze the effect of the themes and images promoted by the defenders and detractors of immigrants – Time: 50 min

a) Specific objective:

- i) Analyze the effect of the narratives (themes and images) promoted by the defenders and the detractor of the immigrants.

b) Technique: Small groups work & plenary

- i) Organize the participants in 2 small groups work. Every group will decide who will coordinate and who will record the results.
- ii) The participants will analyze and share her/his understanding & belief of why conservatives, liberals and migrants agree that?
 - (1) Group 1 - the immigration system is broken, or
 - (2) Group 2 - current sympathy for the DACA recipients
- iii) All groups will share their work results
- iv) At the same time, facilitators record the answers & dialogue main ideas.

(1) NOTES: The facilitators need to get support to immediately record in butcher paper easel pads the main ideas of the presentations and dialogue. Every paper has to be previously printed the following headings:

The immigration system is broken?	The current sympathy for the DACA recipients?

c) Resources:

- i) Meeting room
- ii) Easel pad
- iii) Markers
- iv) LCD projector, laptop, recorder and 6 microphones

8) How could the support or defense messages of immigrants resonate with liberal and conservative positions? Time: 30 min

a) Specific objective:

- i) To uncover how the hegemonic immigration discourse becomes reinforced by conservatives, liberal and immigrations advocates' talking points.

b) Technique: Brainstorm in plenary

c) Procedure:

i) Present a summary of the research findings and reinforce those with the previous work group results.

ii) Right after that ask the plenary:

(1) How the previous list of immigrant-advocate messages narratives might resonate with liberal and conservative positions.

iii) Q & A - Facilitators record the dialogue.

iv) General conclusions will be recorded.

d) Resources:

i) Meeting room

ii) Easel pad

iii) Markers

iv) LCD projector and laptop

.? - Conclusions and recommendations - Small groups work

9) Create new narratives and strategies on migration - Time: 120 min

a) Specific objective:

i) Create new narratives and strategies on migration through a guide of questions that would facilitate the dialogue.

b) Technique: Small groups work & plenary

c) Procedure:

i) Organize the participants in 3 small groups work. Every group will decide who will coordinate and who will record the results.

ii) The participants will reflect and create new counter narratives with elements of a different, more humane migration narrative. The groups will answer the following questions:

(1) From here, where are we going? What elements of a new narrative against the hegemonic and dominant narrative can be advanced?

(2) Are we victims? Why yes? Why not?

(3) Are we criminals? Why yes? Why not?

(4) Are we Americans? Why yes? Why not?

- (5) Are we conning or stealing from the whole welfare system?
- (6) Do we want to take over this country and retaliate against current dominant groups/classes?
- (7) What it's been our legacy to this country?

iii) All groups will share their work results

iv) At the same time, facilitators record the answers & dialogue main ideas.

d) Resources:

i) Meeting room

ii) Easel pad

iii) Markers

iv) LCD projector, laptop, recorder and 6 microphones

10) Evaluation - Time: 15 min

a) Specific objective:

i) **Assess the successes, errors and aspects to improve in the process of preparation and implementation of the workshop.**

b) Technique: Evaluation guide. See attachment B.

c) Procedure

i) **Participants are asked to complete the evaluation guide**

ii) **Upon completion, the assessments are collected.**

iii) **The 3 people who least spoke are asked to evaluate the workshop as a whole.**

11) Adjourn

ATTACHMENT I

¿Que significa la concebida o inventada narrativa?

Reflexionemos con el corazón abierto y la mente fría, y así podremos replantear el debate, reconstruir narrativas y recrear estrategias que de veras favorezcan la migración en EE. UU.

Empecemos por el principio y detengámonos un rato para que nos entendamos, y así aprovechemos mejor el estudio y reflexión de los Hallazgos o Resultados de la investigación, “Nuevas Perspectivas: progresando en inmigración.”

Sumado a ellos debemos valorar la experiencia reciente de las elecciones de 2016 y “la guerra contra los migrantes”, en la que muchas audiencias son invulnerables a los hechos y no encajan humanamente en una narrativa o punto de vista que puedan comprender y aceptar. Es importante entender que estamos frente a un reto grande y de largo plazo, en el que los aliados y amigos, en los derechos laborales, por ejemplo, no necesariamente nos ven y apoyan en la manera en que enviamos nuestros mensajes actuales en migración.

Pero como no se trata de inventar el agua tibia, les proponemos leer el siguiente extracto del artículo escrito por Alan Jenkins,¹ y se titula precisamente, **Cambiado la Narrativa**. *El arranca bien y escribe lo siguiente:*

“Desde las elecciones de 2016, el interés en el concepto de "narrativa" se ha disparado en el mundo sin fines de lucro y filantrópicos. Existe un consenso creciente entre las personas comprometidas con la justicia social de que los esfuerzos de cambio tradicionales como la organización, la defensa y el litigio no pueden ser totalmente efectivos o duraderos a menos que estén integrados a una estrategia de cambio de narrativas o con puntos de vista más resonantes o atractivos. Las definiciones de lo que significa narrativa varían enormemente, y el arte y las artesanías para cambiarla pueden parecer misteriosos. Pero la experiencia y la investigación apuntan a enfoques claros y replicables para reconfigurar las narrativas públicas y/o puntos de vista y/o estrategias en apoyo a la justicia social.”

[¿Qué es la narrativa y por qué importa?](#)

¹ Haas Institute Berkeley. [Alan Jenkins](https://haasinstitute.berkeley.edu/shifting-narrative) es presidente y cofundador de *The Opportunity Agenda*, un laboratorio de comunicación de justicia social. <https://haasinstitute.berkeley.edu/shifting-narrative>. 4/18/2018

En The Opportunity Agenda, definimos la narrativa como **"una gran historia, arraigada en valores compartidos y temas comunes, que influyen en cómo las audiencias procesan la información y toman decisiones"**. Las narrativas se expresan en el discurso político y las políticas, pero también en los medios de comunicación, la cultura popular, las redes sociales y "se sirven" en los comedores alrededor de las comunidades."

Bueno ¿qué les parece? Más claro no canta un gallo. Pero para las actividades que vienen no olviden que el señor Alan Jenkins, también habla de ahora y del futuro, vean como desenrolla el rollo...

["Evaluando el progreso, aprendiendo de los contratiempos"](#)

Finalmente, la evaluación adecuada es crucial para lograr y mantener el progreso en un entorno político y de medios de comunicación tumultuoso. Una estrategia de cambio narrativo debe medir la actividad (convocatorias, eventos de prensa, chats de Twitter, etc.), alcance (audiencias de los medios de comunicación, seguidores de Twitter), participación (visitas a sitios web, asistencia a eventos, acciones en redes sociales, cambios en la cobertura de los medios) e impacto (cambios en la opinión pública, política y comportamiento).

La evaluación de la causalidad en el campo de las comunicaciones es notoriamente difícil, y de manera doble cuando el esfuerzo involucra múltiples problemas, actores y escenarios a lo largo del tiempo. Pero el auge de las redes sociales ha incrementado exponencialmente el acceso a los datos sobre audiencias, discursos públicos y comportamiento.

Desarrollar una cultura de aprendizaje de código abierto y una mejora basada en la evidencia es crucial para el éxito.

[El camino por delante](#)

La era actual ofrece desafíos significativos, pero también enormes oportunidades para un cambio narrativo positivo. Por primera vez en la historia de la humanidad, casi todos tenemos las herramientas para comunicarnos con millones de personas en todo el país y el mundo, y escuchar lo que tienen que decir a cambio. Las herramientas para la narración de videos, una vez fuera del alcance de la mayoría de las organizaciones de justicia social, están ahora en el bolsillo de casi todos. Y el interés en el cambio narrativo, las comunicaciones estratégicas y las estrategias culturales en el campo de la justicia social es tan alto como siempre lo ha sido.

La narrativa progresista emergente en el siglo XXI en Estados Unidos tiene sus propios pilares.

Incluyen la idea de que la diversidad es una de las fortalezas más grandes de nuestra nación.

Ese talento y la dignidad se distribuyen por igual entre nuestra gente, pero la oportunidad y los derechos humanos no lo están.

Que estemos todos juntos y compartamos la responsabilidad por el bien común.

Ese gobierno debe ser una de las formas en que nos reunimos para resolver problemas difíciles y establecer reglas justas. Y que las personas deben tener una voz igual y un papel activo en las decisiones que los afectan, así como la capacidad de contrarrestar a las corporaciones y otras instituciones poderosas.”

La historia completa, sin embargo, aún no está escrita.

Apena comenzamos a tener las conversaciones difíciles, la investigación detallada y el ensayo y error necesarios para una narrativa que sea fiel a nuestros valores y persuasiva para los demás.

Es el momento adecuado para hacer que el cambio narrativo sea una parte permanente de nuestra estrategia de cambio y para aprovechar la tremenda energía, experiencia y genio de nuestra gente para que esto suceda.

ATTACHMENT 2

Marque con una X lo que usted crea que es correcto.

◇ ¿En qué escala pondría al desarrollo del contenido?

Excelente Buena Regular Deficiente Malo

Recomendaciones:

◇ ¿Cómo le pareció la coordinación del taller?

Excelente Buena Regular Deficiente Malo

¿Alguna recomendación?

◇ ¿Cuáles fueron las actividades que más le gustaron?

◇ ¿Cuáles les gustaron menos?

◇ ¿Qué sugerencias en general darías para los próximos talleres?
