



The Role of an Advocate

Middle School Food and Agricultural Literacy Curriculum

Precepts

- A. Action
- A5. Communicate effectively with others

National Standards

- NL-ENG.K-12.4 – Communication Skills
- NL-ENG.K-12.12 –Applying Language Skills

Student Learning Objectives

- As a result of this **unit** the students will...
- Recognize the significance that advocacy has in agriculture.
- As a result of this **lesson** the students will...
- Define **Advocacy**.
- Explain the role of an advocate.

Content Outline

- I. Define **advocacy**.
 - A. **Advocacy**: giving aid to a cause.
 - B. Identify three causes you would want to support.
- II. Explain the role of an **advocate**.
 - A. Methods of **Advocacy**:
 - 1. E-mail
 - 2. Personal Letter
 - 3. Phone Call
 - 4. Webpage
 - 5. Newspaper Article
 - 6. Blog
 - 7. Presentation
 - 8. TV Advertisements

Time

Instruction time for this lesson: 45 minutes.

Resources

advocacy. (n.d.). Dictionary.com Unabridged (v 1.1). Retrieved August 24, 2009, from Dictionary.com website: <http://dictionary.reference.com/browse/advocacy> — advocate. (n.d.). Dictionary.com Unabridged (v 1.1). Retrieved August 24, 2009, from — Being an advocate. Retrieved August 24, 2009, from American Association of Community Theatres Web site: <http://www.aact.org/advocacy/howto.html> — National Animal Identification System (NAIS) Instructional Materials: Lesson 9.1 What is an — Advocate? www.agedlearning.org — National FFA Organization. (2009). LifeKnowledge Online. Retrieved July 9, 2009, from s — <http://agedlearning.org> — National FFA Organization. (2003). LifeKnowledge Precepts and Signs of Success. — Rayner, G. The Role of an Advocate. Retrieved August 24, 2009, from Center for ADD/ADHD Advocacy Web site: <http://www.caddaoc.ca/cms/page.php?61>

Tools, Equipment, and Supplies

Writing surface
Overhead projector/transparencies
MS.AI.3.1.TM.A – one per teacher
MS.AI.3.1.TM.B – one per teacher
MS.AI.3.1.ASSESS.A –one per student

Key Terms

The following terms are presented in this lesson and appear in **bold italics**:

Advocate
Advocacy

Interest Approach

In a moment, you will use a real-life example to show students what an **advocate** is. Students will pair up and alternate being a parent and a son or daughter. The son or daughter will try to convince the other student that he or she should be able to extend curfew by one hour. Students will have four minutes to complete the activity. During the activity, choose two responsible students, whom you observe in a good discussion, to come forward and reenact their battle with a parent. Ask students to keep score on who makes the better argument. Critique how the example went.

Welcome to class. Today we are going to act out a common scenario. Be respectful and think critically as you are assigned your roles.



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When I say GO, you are going to break into pairs. One of you will be a parent, and the other will be the son or daughter. All parents please tune out and don't listen to a word I am going to say. Sons and daughters, you are going to try to convince your parents to let you extend your curfew by one hour. Try your best to make this as realistic as possible. Let me speak next to the parents. Sons and daughters, please tune me out for a moment. Parents, you are going to do your best to avoid saying yes or giving in to your son's or daughter's request. Remember to keep this professional, appropriate for the classroom, and as realistic as possible. You have four minutes. GO!

Observe students and start to seek out volunteers. Give students about four minutes for this activity to allow adequate time for sharing their experiences.

Great job, everyone! Now we need the two chosen to come to the front and reenact your conversation in front of the class. Let's all pay close attention to them. Try to keep score on who makes the better arguments. Make sure to keep your comments to yourself until the discussion ends. OK group, you may begin.

Make comments about the group's performance and how the son or daughter tried to convince the parent.

What we all just witnessed, and what we all just practiced together, was how to be an **advocate** and how to communicate effectively. This is exactly what an **advocate** does. In agriculture, we try to get our opinions known and create change for the betterment of our industry and way of life.

Summary of Content and Teaching Strategies

Objective 1. Define **advocacy**.

Using **MS.AI.3.1.TM.A**, show students the definition of **advocacy** and instruct them to write the definition in their notes. After showing the definition, ask students to list three issues they would want to be an **advocate** of. Utilize the Me, You, Us e-Moment® to review the definition and the issues they are concerned about.

Advocacy is the act of giving aid to a cause. In the activity we just completed, which students were serving as **advocates**? Was it the parents or the sons/daughters? Correct, it was the children. How were they giving aid? And what cause were they working for? Turn to your partner, and review with them the definition of **advocacy**, then list three issues you would want to assist. Be prepared to share your thoughts with the class. You have three minutes.

Ok, pencils down in 5, 4, 3, 2, 1...Who will be the first to share an issue they'd like to **advocate** for?

Select four or five students to share.

Objective 2. Explain the role of an **advocate**.

Discuss different methods of **advocacy** with the students. Allow them to determine which methods might work best for different situations or locations. For example, an article in the local newspaper would not exactly be effective if you want to convey your message to senators in Washington, DC. Lead them to understand that an **advocate** is simply someone who is working to support an issue.

What methods can we use to be an **advocate**?
Would each method be effective in every situation?
Why or why not?

What methods might work best when trying to convince your parents to allow you to stay up an extra hour?

Would that also be the best method to convince the President of the United States to sign/veto a bill?

Use **MS.AI.3.1.TM.B** to show various methods of **advocacy** to students. Allow them time to capture these in their notes as well as add any additional methods the class mentions. After writing, lead students in a discussion of why **advocacy** is important.

Methods of **Advocacy**:

- E-mail
- Personal Letter
- Phone Call
- Webpage
- Newspaper Article
- Blog



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Presentation

TV Advertisements

These are all ways you can be an **advocate**. Who will share with us a time in which they would use an e-mail to be an **advocate**? Thank you so much for sharing! What about a time when a blog might be effective? TV commercial? Wow, those are great answers! Why is it important to be an **advocate**? What if no one ever stood up for what they believed in?

Review/Summary

To encourage students to stand up for what they believe in and to become an **advocate** for something, show students the "What About Now" music video by Chris Daughtry. You can view it from YouTube at <http://www.youtube.com/watch?v=roDXSHSEuoo>

Or if you don't want to show the video, you could find an article about a famous person being an **advocate**. Keep your students in mind and try to find someone/something they relate to in order to perk their interest.

Application

Extended classroom activity:

Students may select one issue or cause they are passionate about and develop a method of **advocacy** to educate others about the subject.

FFA activity:

Ask the FFA Leadership team to become an **advocate** for a pressing issue in your community. They may develop public presentations, radio spots, or write newspaper articles in favor of the issue.

SAE activity:

Students with contrasting SAEs can have an **advocacy** debate showcasing why they selected their SAE. For example a student with "free-range" chickens may debate with a student who operates a confinement hog operation.

Evaluation

MS.AI.3.1.ASSESS.A

Answers to Evaluation

1. Giving aid to a cause.
2. Answers will vary, but could include:
 - E-mail
 - Personal letter
 - Phone Call
 - Webpage
 - Newspaper Article
 - Blog
 - Presentation
 - TV Advertisements
3. Answers will vary based on interests. Grade on sentence structure and the sense of their paragraph.



Advocacy: giving aid to a cause.



Methods of Advocacy:

E-mail

Personal Letter

Phone Call

Webpage

Newspaper Article

Blog

Presentation

TV Advertisements



Name _____

Directions: Read the following questions and answer to the best of your ability.

1. Define advocacy.

2. List four ways someone can be an advocate.

3. Write a paragraph about a topic for which you'd like to be an advocate.
