



Lesson Plan

Advocacy in Your Chapter POA

Created: 05/2016 by the National FFA Organization

STUDENT LEARNING OBJECTIVES

After completing these activities students will...

1. Develop strategies to integrate advocacy into an FFA chapter POA.
2. Identify individual and group opportunities to advocate.
3. Innovate to create new ways to tell the story of FFA and agriculture.

TIME REQUIRED: 30 minutes

RESOURCES: FFA.org

Alliance to End Hunger (AEH) Playbook <http://alliancetoendhunger.org/aeh-playbook/#p=1>

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "POA Planner: Advocacy" worksheet for each group.
2. Internet access to view the AEH Advocacy Playbook in real time or embed it in a PowerPoint ahead of time.

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. Chapter development with chapter officers
2. Supplement to agriculture leadership curriculum

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

AFNR Performance Element

- CS.02. Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role of agriculture, food and natural resources (AFNR) in society and the economy.

FFA Precept

- FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.
- FFA.CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.

Common Core- Writing

- CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Common Core- Math Practices

- CCSS.MP1: Make sense of problems and persevere in solving them.
- CCSS.MP3: Construct viable arguments and critique the reasoning of others.
- CCSS.MP6: Attend to precision.

AFNR Career Ready Practices

- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.
- CRP.06. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization.
- CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.

Partnership for 21st Century Skills

- Think Creatively
- Communication
- Critical Thinking and Problem Solving
- Implement Innovations

LESSON PLAN:

1. *Introduction:* Each year FFA chapters develop a Program of Activities that helps guide actions of its members throughout the school year. During the planning process there is great opportunity to integrate advocacy and literacy into many annual activities.
2. *Activity:* Define "advocacy."
 - a. With a partner, give students two minutes to brainstorm what "advocacy" means or what it means "to advocate."
 - b. Share thoughts as a class.
 - c. Have students write down the following definition for advocacy: **"The act of supporting or recommending."**
 - i. Possible expansion for the definition: "Includes a range of activities from increasing knowledge about an issue to holding an event or testifying."

3. *Activity:* Each group needs a copy of the handout "POA Planner: Advocacy"

Click the link to the Alliance to End Hunger Advocacy Playbook. The direct URL is <http://alliancetoendhunger.org/aeH-playbook/#p=1>

4. *Follow-up:*
 - Have students explore the AEH Advocacy Playbook and identify some advocacy activities they would like to try as an individual and assist them in planning. Ask students to evaluate and reflect on what they learned after completing the activity.
5. *Leveling Up:*
 - Have students identify a specific cause (ex. hunger) that they would like to advocate for. Plan to use several of the tactics from the playbook to advocate for this cause and then evaluate the results.

NAME: _____

POA Planner: Advocacy

DIRECTIONS:

Read through the Alliance to End Hunger Advocacy Playbook. Answer the questions below.

Has your FFA chapter POA included advocacy activities in the past? If not, think about how advocacy might improve some of your favorite events.

Why should advocacy be important to your FFA chapter and its members?

What advocacy activities in the Advocacy Playbook could be used in or added to you FFA chapter POA?

Do you need extra resources (time, money, volunteers) to carry out newly developed advocacy activities? What local organizations or companies may be able to assist by providing these resources?

Aligned to the following standards: CS.02, FFA.PL-A, FFA.CS-M, FFA.CS-N, CCSS.ELA.W.9-10.1, CCSS.ELA.W.9-10.2, CCSS.MP1, CCSS.MP3, CCSS.MP6, CRP.04, CRP.06, CRP.08