



Lesson Plan

Advocate for a Cause

Created: 04/2017 by the National FFA Organization

STUDENT LEARNING OBJECTIVES

After completing these activities students will...

1. Define what it means to advocate.
2. Develop a plan to advocate for a cause in their home community.

TIME REQUIRED: 30 minutes

RESOURCES:

1. FFA.org

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Forms of Advocacy" worksheet for every student.

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. A portion of a service learning project.
2. A portion of a public relations lesson.
3. A portion of an agricultural business lesson.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

FFA Precept

- FFA.PL-A. Action: Assume responsibility for life and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PL-E. Awareness: Understanding where you are with regard to personal vision, mission, and goals.
- FFA.CS-M. Communication: Effectively interact with others in personal and professional settings.

AFNR Cluster Skills

- CS.01. Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.
- CS.02. Evaluate the nature and scope of the Agriculture, Food, and Natural Resources Career Cluster and the role of agriculture, food, and natural resources (AFNR) in society and the economy.
- CS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.

Common Core- Speaking and Listening

- CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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.

Partnership for 21st Century Skills

- Communication
- Information Literacy
- Collaboration

LESSON PLAN:

1. *Introduction:* Have students work through the worksheet titled "Forms of Advocacy." Advocacy comes in many different forms. Some forms of advocacy may seem extreme while others are more passive. When we advocate for specific causes, our message may look a little different, but how we go about advocating will look similar.
2. *Activity:* Have students brainstorm different issues within their communities. What types of issues exist? Beyond issues, which are often seen as negative, what good things are happening in the community? Advocacy can be a tool for change, but it can also be used to highlight good things that are happening. Encourage students to pick a cause that they would like to highlight that is adding something good to the community, such as a project completed by your FFA chapter.
 - a. After students think of an issue or a cause that they would like to highlight, dive deeper into how to effectively develop an advocacy plan.
 - b. Using the worksheet titled "Forms of Advocacy," have students choose one form that they think would work for the cause for which they are advocating.
 - c. Based on the form of advocacy they choose, students should develop a plan for what advocacy will look like for their cause. For example, if they choose to write an article for the local newspaper, students should identify the name of the newspaper, who they need to contact to submit an article, what pictures would be included with the article and what things would be written. If they choose to host an outreach event, they should identify a venue, how they will promote the event, who will be involved, etc.
 - d. Once students have developed their plan, have students share their advocacy plans with three other students. Come together as a group and have three students share their plans with the entire class.
3. *Follow-Up:* As a class, have a conversation using the following questions as a starting point.
 - a. What is the impact of advocating for a cause?
 - b. Do some forms of advocacy have greater impact than others?
 - c. What makes one form of advocacy more impactful than another?
4. *Leveling Up:* Have students develop an advocacy plan for a current issue in the agriculture industry.

NAME: _____

Forms of Advocacy

DIRECTIONS:

Read through each of the examples of advocacy below. Under each statement, make a dot where you think it fits on the line between extreme and passive forms of advocacy.

1. Write an article for the local newspaper.

EXTREME _____ **PASSIVE**

2. Vote.

EXTREME _____ **PASSIVE**

3. Organize a protest.

EXTREME _____ **PASSIVE**

4. Engage in a conversation about GMOs.

EXTREME _____ **PASSIVE**

5. Write a letter to your legislator.

EXTREME _____ **PASSIVE**

6. Watch a video about animal rights.

EXTREME _____ **PASSIVE**

7. Attend a meeting of the school board.

EXTREME _____ **PASSIVE**

8. Speak at the school board meeting, talking about the importance of agriculture classes.

EXTREME _____ **PASSIVE**

9. Hold an event for elementary students, teaching them about where their food comes from.

EXTREME _____ **PASSIVE**

10. Share the success of a classmate with your friends.

EXTREME _____ **PASSIVE**