



Advocacy Plan

Building an Advocacy Plan

This is a step by step guide to creating an advocacy plan. An advocacy plan can be seen as three distinct phases. This document contains three lesson plans and accompanying worksheets for each of the phases.

Lesson 1: Getting Started

Created: 06/2015 by the National FFA Organization

STUDENT LEARNING OBJECTIVES

After completing these activities students will...

1. Identify opportunities to advocate in their community.
2. Determine the audience for their advocacy message.
3. Assess what information they need to share with their audience.

TIME REQUIRED: 30 minutes

RESOURCES: FFA.org

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Advocacy Plan: How to Get Started" worksheet for each student.
2. Internet access to play the video in real time or embed it in a PowerPoint ahead of time.

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. Part of an advocacy unit.
2. An activity in a marketing unit.
3. A precursor to a public speaking project.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

AFNR Performance Element

- CS.01 Premier Leadership: Acquire the skills necessary to positively influence others.
- CS.09. Technical Skills: Compare and contrast issues affecting the AFNR industry.

Common Career Technical Core

- AG1 Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.
- AG2 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.

NASDCTEc

- AGC02.01 Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology to communicate technical information within AFNR.
- AGC10.03 Compare and contrast issues affecting the AFNR industry including biotechnology, employment, safety, environmental and animal welfare to demonstrate an understanding of the trends and issues important to careers in this industry.

Common Core- Speaking and Listening

- CCSS.ELA-Literacy.SL.9-10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

- CCSS.ELA-Literacy.SL.9-10.1.D Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Common Core- Literacy in Science & Technical Subjects: Writing

- WHST.9.10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.9.10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Common Core- Math Practices

- CCSS.MP3: Construct viable arguments and critique the reasoning of others.
- CCSS.MP6: Attend to precision.

Partnership for 21st Century Skills

- Civic Literacy
- Communication
- Information, Communication, and Technology Literacy
- Initiative and Self-direction
- Leadership and Responsibility
- Social and Cross-cultural Skills

LESSON PLAN:

1. *Introduction:* Explain the concept of advocacy. Discuss ways that people can advocate for agriculture.
2. *Activity:* Each student needs a copy of the handout "Advocacy Plan: How to Get Started."
 - a. The first half of the worksheet asks students to identify places and topics for which they can advocate.
 - b. In the second half of the worksheet students will begin to identify target audiences and how to get information about their target audience.
 - i. Before students begin the second page of the worksheet show the video *Knowing Your Audience*. The direct URL is: <http://youtu.be/9A80QdJPR9U?list=PL51B13391A176E8F5>.
 - ii. Some of the examples in the video do not closely relate with the experience of teenagers; with younger classes it would be best to stop the video to share more relevant examples with students.
3. *Follow-up:* Have students share the locations and opportunities they have identified as potential advocacy projects.

Lesson 2: Outlining the Details

Created: 08/2015 by the National FFA Organization

STUDENT LEARNING OBJECTIVES

After completing these activities students will...

1. Identify ways to communicate a message to a specific audience.
2. Assess what information they need to share with their audience.

TIME REQUIRED: 30 minutes

RESOURCES: FFA.org

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Advocacy Plan: Get Specific" worksheet for each student.
2. Internet access to play the video in real time or embed it in a PowerPoint ahead of time.

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. Part of an advocacy unit.
2. An activity in a marketing unit.
3. A precursor to a public speaking project.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

FFA Precept

- CS-M. Communication: Effectively interact with others in personal and professional settings.
- CS-N. Decision-Making: Analyze a situation and execute an appropriate course of action.

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.06. Analyze the interaction among AFNR system in the production, processing and management of food, fiber and fuel and the sustainable use of natural resources.

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.
- CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing that develops, organizes, and styles are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- CCSS.ELA-LITERACY.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- CCSS.ELA-LITERACY.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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.
- CCSS.ELA-LITERACY.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- CCSS.ELA-LITERACY.SL.9-10.5 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.

- CCSS.ELA-LITERACY.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)

Common Core- Language

- CCSS.ELA-LITERACY.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Common Core- Math Practices

- CCSS.MP1: Make sense of problems and persevere in solving them.
- CCSS.MP2: Reason abstractly and quantitatively.
- CCSS.MP3: Construct viable arguments and critique the reasoning of others.

AFNR Career Ready Practices

- CRP.01. Act as a responsible and contributing citizen and employee. Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others.
- CRP.05. Consider the environmental, social and economic impact of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations and the environment.
- 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.07. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies.
- 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.
- CRP.09. Model integrity, ethical leadership and effective management. 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

- Collaboration
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Productivity and Accountability

LESSON PLAN:

1. *Introduction:* Review the first four steps of the creating an advocacy plan and look at what has already been done.
2. *Activity:* Each student needs a copy of the handout "Advocacy Plan: Get Specific."
 - a. This worksheet helps students determine what objectives they have for their program, what message they want to share, and how they will share the message.
 - i. Before students begin the second page of the worksheet (step 7) show the video *How to Give an Awesome (PowerPoint) Presentation*. The direct URL is: <https://youtu.be/i68a6M5FFBc>.
 1. While many advocacy plans will not involve using PowerPoint presentations, many helpful points in the video can be applied to other forms of communication.
3. *Follow-up:* Have students share their objectives and methods of communication.

Lesson 3: Execute and Evaluate

Created: 09/2015 by the National FFA Organization

STUDENT LEARNING OBJECTIVES

After completing these activities students will...

1. Identify resources needed to manage and execute a plan.
2. Create a project timeline.
3. Determine how to evaluate the outcomes of a project.

TIME REQUIRED: 30 minutes

RESOURCES:

1. FFA.org
2. Speech Evaluation Checklist (<http://www.virtualspeechcoach.com/2012/04/18/how-to-self-evaluate-your-speech/>)

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Advocacy Plan: Execute and Evaluate" worksheet for each student.
2. Internet access to display the speech evaluation checklist or to print it ahead of time.

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

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Partnership for 21st Century Skills

- Collaboration
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Productivity and Accountability

LESSON PLAN:

1. *Introduction:* Review the first seven steps of creating an advocacy plan and look at what has already been done.
2. *Activity:* Each student needs a copy of the handout "Advocacy Plan: Execute and Evaluate."
 - a. This worksheet helps students determine what resources they need for their program, the timeline for planning and executing the program and how they evaluate its success.
 - i. To assist students with creating the evaluation aspect of the plan show them the speech evaluation checklist. The direct URL is: <http://www.virtualspeechcoach.com/2012/04/18/how-to-self-evaluate-your-speech/>.
3. *Follow-up:* Have students share their resource needs and plans for evaluation.

NAME: _____

Advocacy Plan: How to Get Started

DIRECTIONS:

Begin the process of developing an advocacy plan by completing the first four steps outlined below. *This worksheet was developed based on the National Association of Agricultural Educators’ “Ten Steps to Developing an Advocacy Plan.”*

Step 1: Identify an advocacy challenge or opportunity.

Where can you advocate for agriculture?
(Ex: school, community, youth group, etc.)
Think outside the box: your options might not be obvious!

In the locations you identified, what opportunities to advocate are available?

Which opportunity appeals to you the most or has the highest priority?

Step 2: Determine key audiences.

Who are the key people you want to reach with your message?	Are they in the primary or secondary audience?*
Who can help you influence your audience?	What influence does this person have? Will they champion your efforts or hurt them?
*Your primary audience are the people you specifically want to target and are also usually the decision makers in the location or organization you have identified. The secondary audience are those people who can influence the primary audience but might not receive your message directly.	

Step 3: Determine what they know.

What do you need to know to effectively share your message?

What does your audience need to know to understand and accept your message?

How will you find out what your audience already knows or believes about the topic?

Tip: To learn more about connecting with your audience watch the video *Knowing Your Audience*.

Step 4: Determine how they receive their information.

What are common ways people get information?

How can you provide information using these common ways?

How will you find out how your audience receives information?

Aligned to the following standards:
CS.01; CS.09; AGC02.01; AGC10.03; CCSS.SL.9-10.1.C;
CCSS.SL.9-10.1.D; CCSS.SL.9-10.4; WHST.9.10.4; WHST.9.10.5;
MP3; MP6; AG1; AG2

Advocacy Plan: Get Specific

DIRECTIONS:

Continue the process of developing an advocacy plan by determining the objectives, message points and marketing aspects of the campaign. *This worksheet was developed based on the National Association of Agricultural Educators' "Ten Steps to Developing an Advocacy Plan."*

Step 5: Develop measurable objectives.

What are the objectives (goals) of your plan/program? <i>(Remember to make them specific, measureable, attainable and realistic!)</i>	Is this a short term or long term goal?	How will you determine the objective has been achieved?

Step 6: Develop message points.

What key points or messages do you want your audience to know? <i>This is how you will provide background knowledge to your audience as well as provide structure for your argument.</i>	How will you share this message?

Step 7: Communication materials and points.

What forms of communication will be used to share your message and promote your program? <i>(Examples: magazine articles, classroom content, press releases, letters, emails, websites, etc.)</i>	What is the purpose of this communication?	How will this be distributed?	Who is in charge of creating this?

Aligned to the following standards:
FFA.CS-M; FFA.CS-N; CS.01; CS.02; CS.06; CCSS.W.9-10.1; CCSS.W.9-10.2; CCSS.W.9-10.4; CCSS.W.9-10.5; CCSS.W.9-10.6; CCSS.W.9-10.8; CCSS.SL.9-10.1; CCSS.SL.9-10.2; CCSS.SL.9-10.4; CCSS.SL.9-10.5; CCSS.SL.9-10.5; CCSS.SL.9-10.6; CCSS.L.9-10.6; CCSS.MP1; CCSS.MP2; CCSS.MP3; CRP.01; CRP.05; CRP.06; CRP.07; CRP.08; CRP.09

Advocacy Plan: Execute and Evaluate

DIRECTIONS:

Continue the process of developing an advocacy plan by determining the resources needed, the timeline for the program and how to evaluate its success. *This worksheet was developed based on the National Association of Agricultural Educators’ “Ten Steps to Developing an Advocacy Plan.”*

Step 8: Identify resources needed for the program.

What resources do you need to plan, execute and evaluate the program? (Examples: computer, banquet hall, curriculum, paper, etc.)	Where will you get this resource?	In what phase do you need the resource? (planning, executing or evaluating)

Step 9: Create a timeline.

Describe the task, activity or event.	What phase of will this occur? (planning, executing or evaluating)	Projected Date	Actual Date

Step 10: Evaluate your program to determine if objectives were met and areas for improvement.

Program Objective	Expected Completion Date	What questions do you need to ask to determine if the objective was met? <i>Don't forget to ask how it could be improved!</i>
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Aligned to the following standards:

FFA.CS-M; FFA.CS-N; CS.01; CS.02; CS.06; CCSS.W.9-10.1; CCSS.W.9-10.2; CCSS.W.9-10.4; CCSS.W.9-10.5; CCSS.W.9-10.6; CCSS.W.9-10.8; CCSS.SL.9-10.1; CCSS.SL.9-10.2; CCSS.SL.9-10.4; CCSS.SL.9-10.5; CCSS.SL.9-10.5; CCSS.SL.9-10.6; CCSS.L.9-10.6; CCSS.MP1; CCSS.MP2; CCSS.MP3; CRP.01; CRP.05; CRP.06; CRP.07; CRP.08; CRP.09