



Advocacy Plan

Building an Advocacy Plan: Execute and Evaluate

Created: 08/2015 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:

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 the development, organization, and style 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 flexibility 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 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: Execute and Evaluate

DIRECTIONS:

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 NAAE’s "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 the program 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