



Lesson Plan

Building an Advocacy Plan: 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.

NAME: _____

- 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.

NAME: _____

Advocacy Plan: How to Get Started

DIRECTIONS:

Begin the process of developing an advocacy plan by completing the first four steps outlined in this worksheet. *This worksheet was developed based on the NAAE's "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 the 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.	

NAME: _____

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.ELA-Literacy.SL.9-10.1.C; CCSS.ELA-Literacy.SL.9-10.1.D; CCSS.ELA-Literacy.SL.9-10.4; WHST.9.10.4; WHST.9.10.5; MP3; MP6; AG1; AG2