



Advocacy Plan

Building an Advocacy Plan: Outlining the Details

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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 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

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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 as a communication material, 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.

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Advocacy Plan: Get Specific

DIRECTIONS:

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 NAAE's "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?

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Step 7: Communication materials and points.

What forms of communication will be used to share your message and promote your program? (Examples: magazine articles, classroom content, press releases, letters, e-mails, websites, etc.)	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.9-10.6; CCSS.L.9-10.6; CCSS.MP1; CCSS.MP2; CCSS.MP3; CRP.01; CRP.05; CRP.06; CRP.07; CRP.08; CRP.09