

Name: _____

Building an Advocacy Plan

How to Get Started

Created: 06/2015 by the National FFA Organization

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.) <i>Think outside the box: your options might not be obvious!</i>	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.

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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*. This video is available on the June 2016 Build page of My Journey.

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

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Get Specific

Created: 08/2015 by the National FFA Organization

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?

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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? <i>(Examples: magazine articles, classroom content, press releases, letters, e-mails, 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.9-10.6; CCSS.L.9-10.6; CCSS.MP1; CCSS.MP2; CCSS.MP3; CRP.01; CRP.05; CRP.06; CRP.07; CRP.08; CRP.09

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Execute and Evaluate

Created: 09/2015 by the National FFA Organization

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? <i>(Examples: computer, banquet hall, curriculum, paper, etc.)</i>	Where will you get this resource?	In what phase do you need the resource? (planning, executing or evaluating)

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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

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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.9-10.6; CCSS.L.9-10.6; CCSS.MP1; CCSS.MP2; CCSS.MP3; CRP.01; CRP.05; CRP.06; CRP.07; CRP.08; CRP.09