

Today's Challenges; Today's Leaders:

REAL WORLD CONVERSATIONS FOR THE CLASSROOM

Lesson Number: **TCTL.2.5**

Turning Talk into Action

Quick Reference:

Time Required:

45 minutes

Objectives:

After completing this lesson, students should be able to:

1. Determine areas in which to become an advocate.
2. Identify the steps and process in designing an advocacy action plan.
3. Design an advocacy action plan.

Materials:

- ✓ Writing surface
- ✓ TCTL.2.5.AS.A (one copy)
- ✓ TCTL.2.5.AS.B (one copy per student)
- ✓ TCTL.2.5.AS.C (one copy)
- ✓ TCTL.2.5.AS.D (one copy per student)
- ✓ TCTL.2.5.AS.E (one copy)

Purpose:

The purpose of this lesson is to create an advocacy action plan.

Directions:

The bulleted information below is important to know as background information.

- This lesson is designed to allow students to think about the issues they would like to advocate for and provides them the opportunity to put together a plan of action as to how they will become advocates for the issue.
- The beginning section of the lesson asks students to think about issues they are passionate about. If TCTL.2.2 was used, the beginning objective will be a review and the students will need the stars they created. If the previously mentioned lesson was not used, students will be asked to determine issues in which they would like to become advocates. In preparation, you may want to think about personal examples you would advocate for or if there are “hot” issues within the community or state that could be shared with the students to stimulate discussion.
- Once students have determined the issues they are interested in, the lesson provides a seven-step process in developing an advocacy action plan. An example of the process is provided on TCTL.2.5.AS.C for your reference.
- The final section of the lesson asks students to design their own advocacy action plans using the template on TCTL.2.5.AS.D. In preparation, you may want to work through an example of an advocacy action plan that you can share with the students. TCTL.2.5.AS.E provides an example of what the template would look like if it were filled out from the example provided on TCTL.2.5.AS.C.



After reviewing the information above, begin with the lesson activities below.

1. To begin the lesson, show the students the quotes by famous individuals on TCTL.2.5.AS.A. Have the students engage in a quick Me, You, Us e-Moment® to think about how each quote relates to advocacy.
 - a. Challenge the students to come up with ideas of how the quotes link to being an advocate or advocating for an issue.
 - b. Give students one minute to think on their own, then have them share their thoughts with their neighbor. Finally, ask for volunteers to share with the entire class.
 - c. Example thoughts might include:
 - i. Patton – advocates may challenge the common norm and may be seen as thinking outside the box.
 - ii. Roosevelt – advocates are thinking toward the future and do not let the happenings of today be a barrier.
 - iii. Wooden – advocates acknowledge they cannot change everything but they do not allow that to keep them from doing something.
 - iv. Faulkner – advocating for good can change the world.
 - v. Kennedy – advocates need to seek out issues and not just wait for them to happen.
 - d. As the discussion comes to a close, mention that all these quotes challenge us to think about what advocacy can be in the future and the action involved in making something happen. Use this to transition into the first section of the lesson.
2. Explain that words are just words. To make things happen, it takes planning. If TCTL.2.2 was used, have students find the stars they designed during that lesson. If TCTL.2.2 was not used, provide each student with a star cut out of TCTL.2.5.AS.B. Mention to the students that it is time to begin the process of becoming advocates.
 - a. Have the students write their names in the middle of the stars.
 - b. Then have students list issues (one per point of the star) that they feel a sense of advocacy toward. Once they have five listed, have them go back and prioritize to determine the top two issues. If students become challenged with this portion, as the teacher, you may want to have a star already completed that shares issues you feel strongly about and would be willing to become an advocate.
 - c. Once they have their top two issues, ask them to find a partner and share their thoughts as to what the issues are and why they feel compelled to advocate for those issues. Explain that once they share these issues with others, the issues begin to become “real.” Students begin the process of becoming advocates.
3. Now that the students have their top two issues, it is time to provide them with some steps and a format to assemble an advocacy action plan. Use TCTL.2.5.AS.C to discuss the process of putting together such a plan.
 - a. Mention to the students that they will be putting together their own plans at the end of the class session, so they should keep their top two issues in their minds as they learn about the process.
 - b. Have students capture the seven-step process in their notes.
 - c. Use the example provided on TCTL.2.5.AS.C to add clarification.
 - d. Explain to the students that the example is a simple one to help them understand the process, but when they design their advocacy action plans, it will require more detail than is provided in the example.

4. Explain to the students that it is now time to connect the first two sections of the lesson. Use the advocacy action plan template provided on TCTL.2.5.AS.D to have the students create their own plans.
 - a. Have students start their plans by deciding which of their two issues they want to become an advocate.
 - b. Provide them with time to work on their plans.
 - c. If needed, refer to TCTL.2.5.AS.E, which shows what the simple example presented earlier might look like if it were placed in the template.
5. Take a few minutes at the end of the class session to review the seven steps in the advocacy action plan process. Close the lesson by reminding students that talk is just talk. To really make a difference, it takes action.

Connection Questions:

1. Who are people in the community that are viewed as advocates? How do they plan their advocacy efforts?
2. If you run into challenges with your advocacy action plan, who are individuals that might be able to help?
3. What could be a future issue that you envision yourself demonstrating advocacy?

LifeKnowledge Connections

Precept(s) addressed:

Action

A3. Plan Effectively

A4. Identify and use resources

Vision

C1. Contemplate the Future

C2. Conceptualize Ideas Awareness

Awareness

E1. Address issues important to the community

LK Lesson Suggestion:



HS.107 – Advocate for public service

Resource:

Anderson, P. (1990). *Great quotes from great leaders*. Lombard, IL: Celebrating Excellence Publishing.

Kidwai, S., & Imperatore, C. (2011). *How to use social media as an advocacy tool*. Techniques, 86(6), 36-39.

Reardon, M., & Derner, S. (2004). *Strategies for great teaching: Maximize learning moments*. Chicago: Zephyr Press.

Schultz, J. (n.d.). *Nine questions: A strategic planning tool for advocacy campaigns*. San Francisco, CA: Institute for Sustainable Communities.

Famous Quotes

“If everyone is thinking alike, then somebody isn’t thinking.” – *George S. Patton, Jr.*

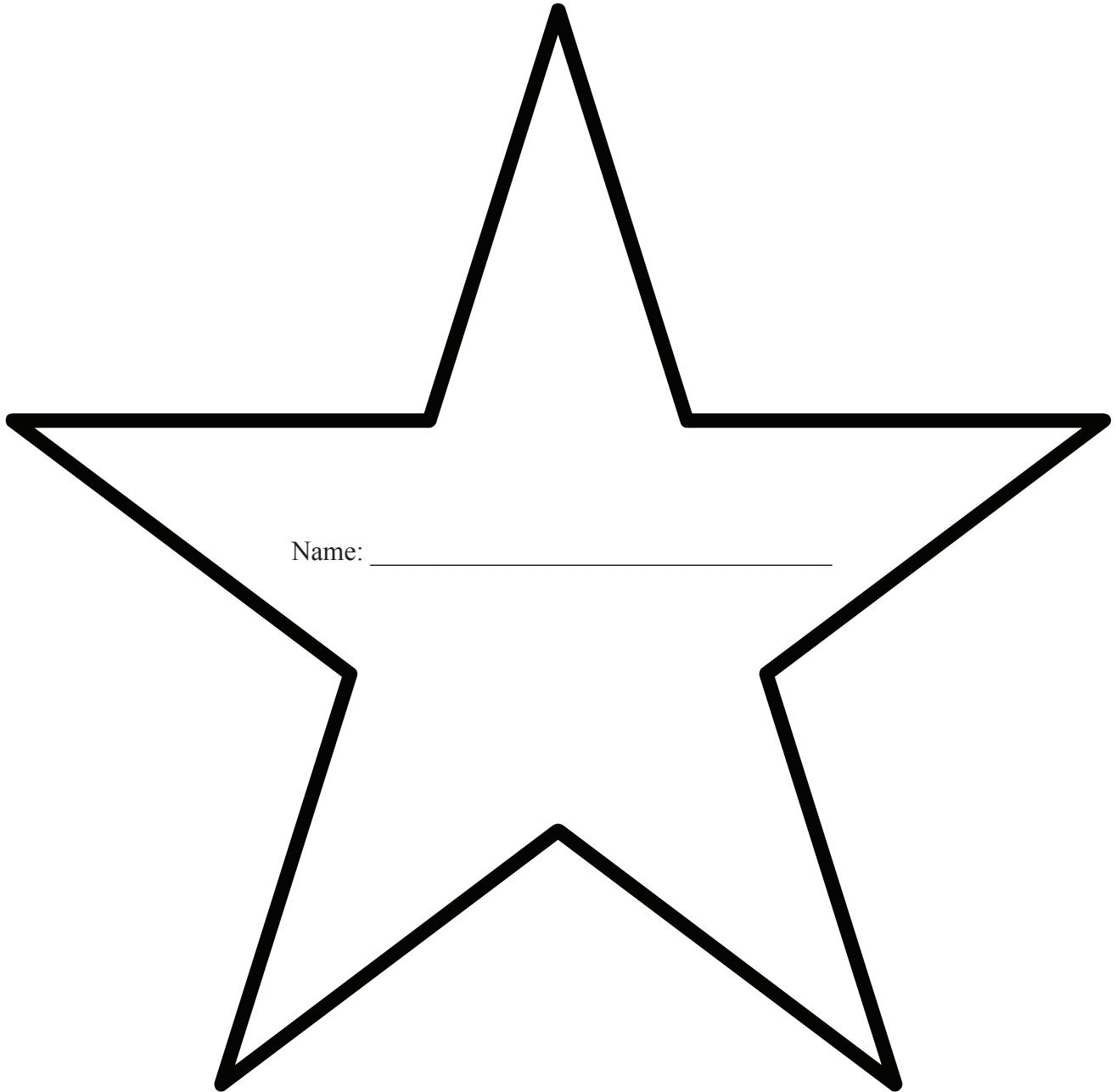
“The only limit to our realization of tomorrow will be our doubts of today.” – *Franklin D. Roosevelt*

“Do not let what you cannot do interfere with what you can do.” – *John Wooden*

“Never be afraid to raise your voice for honesty and truth and compassion against injustice and lying and greed. If people all over the world...would do this, it would change the earth.” – *William Faulkner*

“And so, my fellow Americans, ask not what your country can do for you; ask what you can do for your country.” – *John F. Kennedy*

All-Star Advocates



Name: _____

Steps in Developing an Advocacy Action Plan

(with a Simple Example)

Step #1 – Determine your Important Issue

Example – The use of locally produced products in school lunches

Step #2 – Determine your Goal

Example – That my school uses locally grown products three times a week in school lunches

Step #3 – Determine your Key Audience(s)

Example – General public, school officials, school lunch personnel and local producers

Step #4 – Determine your Message

Example – Locally grown products can be a worthwhile part of a school lunch. The products can provide freshness and increased nutrient content to lunches while supporting the local economy. The use of these products is a win-win for everyone involved.

Steps in Developing an Advocacy Action Plan (with a Simple Example)

Step #5 – Determine your Communication Strategy

Example – Social media will be utilized to communicate to the general public. Structured presentations will be utilized to communicate with school officials and school lunch personnel. One-on-one meetings will be utilized to communicate with local producers.

Step 6 – Determine the Resources Needed

Example – Technology equipment (i.e., computer, printer, etc.) for research, material development and access to social media; training on how to design professional presentations; office supplies for developing handouts for meetings; and transportation

Step #7 – Determine your Timeline

Example – To educate the general public, school officials and school lunch personnel by the end of the first semester of school. To have the school use locally grown products by the end of the second semester.

Advocacy Action Plan Template

Advocacy Action Plan		Name:				
Step #1 – Important Issue:						
Step #2 – Goal						
Step #3 – Key Audience(s)	Step #4 – Message	Step #5 – Communication Strategy	Step #6 – Resources	Step #7 – Timeline		

Advocacy Action Plan Template

(with a Simple Example)

Advocacy Action Plan		Name:	
Step #1 – Important Issue	Example - The use of locally produced products in school lunches		
Step #2 – Goal	Example – That my school uses locally grown products three times a week in school lunches		
Step #3 – Key Audience(s)	Step #4 – Message	Step #5 – Communication Strategy	Step #6 – Resources
General public	Locally grown products can be a worthwhile part of a school lunch. The products can provide freshness and increased nutrient content to lunches while supporting the local economy. The use of these products is a win-win for everyone involved. <i>(This may be the same or different for each audience.)</i>	Social media	Computer for research and access to social media sites
School officials		Structured/formal presentations	Computer for research and material development, printer for potential handouts, office supplies and training on how to design professional presentations.
School lunch personnel		Structured/formal presentations	
Local producers		One-on-one meetings	Computer for research and transportation to visit local producers
			Step #7 – Timeline
			Educate everyone by the end of first semester with the entire goal accomplished by the end of second semester <i>(Each audience might be on a different timeline.)</i>