

Name:

Class:

Date:

Learning Target- I can discuss and identify school or community issues that we would support.

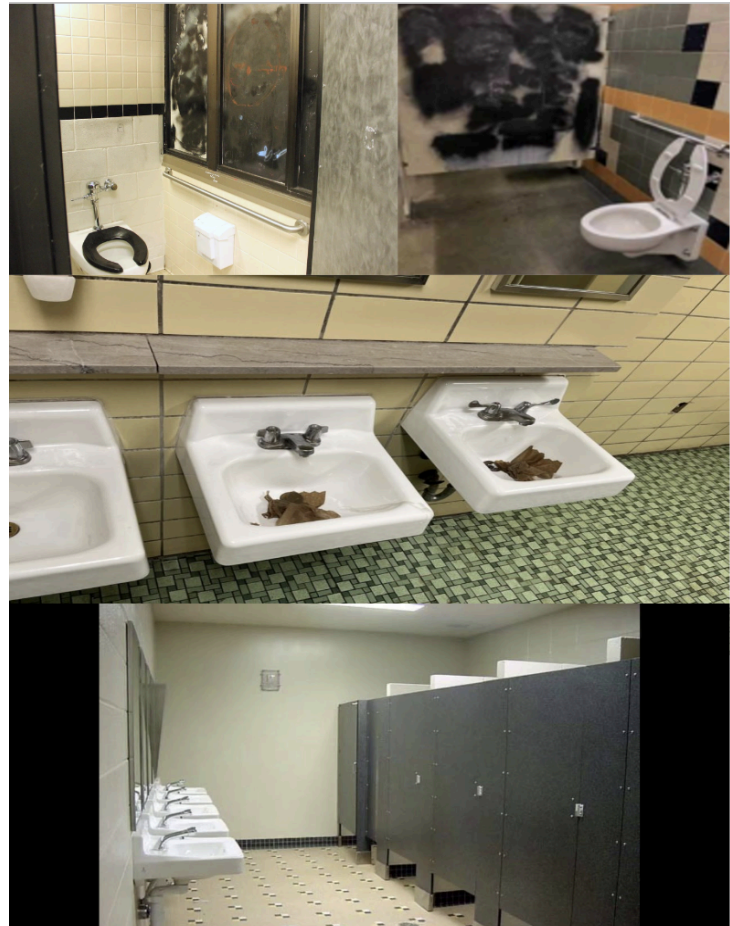
Do Now: Visual Thinking Strategy

(See, Think, Wonder)

1. What do I **See** in the images?

2. What do I **Think** about or **Think** the message is?

3. What do I **Wonder** about or question?



****THINK & DISCUSS Questions****

Pick one that you would answer in a conversation.

1. What changes do you feel need to happen now?
2. What issues am I passionate about?
3. Can young people "really" make a difference in their communities? Explain!

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Mini Lesson: THINK, SHARE, & DEFINE

Create a list with your table. **What are some important “causes” that I would support?**

School	1.....	2.....
Neighborhood /Community	1.....	2.....
Society	1.....	2.....



DEFINE : What is Advocacy? What does it mean to advocate for a cause?

IN YOUR OWN WORDS - Advocacy is (the / when)

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TASK: Part 1 - Group Discuss & Research

1. As a group, discuss **causes/issues** then select one that you all agree to advocate for.

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2. **DISCUSS:** Explain **why** you all chose this cause/issue. **Why** is it important to you all?

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3. Who is affected / involved? What **caused** this issue/problem?

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4. Describe **your Group's** plan to initiate change and advocate for change.

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5. **RESEARCH:** Describe the solutions that others have tried to support **causes/issues** that are similar to yours.

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PRESENT: Who will tell the class their group's **cause/issue** (1) and **why** (2)?

The **cause/issue** that our group will advocate for is _____

_____ because _____

cause/ issue/problem

why your issue is important

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Learning Target- We can collaborate and develop strategic messaging to advocate for our school or community's issues.

Do Now: REGROUP & RECALL

- Sit with your Group from the other day
- Take out your Discuss & Research papers.

What was the cause/issue that your group agreed on?

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Mini Lesson: 3-T's - Think, Turn & Talk

An **advocacy message** is a statement that gets the audience's attention right away and is critical to ensuring people understand what you are about and what you want to accomplish.

****Look & Think about the Format of these advocacy messages****

What do they have in common?

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TASK: Part 2 - Advocacy Plan & Message

Instructions: Identify steps and strategies for effective advocacy to create meaningful change. Use the guiding questions below to start to build out your advocacy plan.

Component	Guiding Questions and Group Responses
Goal	<p>What cause / issue /problem are you trying to improve or change? Can you identify your most important goal?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
Stakeholders	<p>What groups or individuals are currently most supportive of your position/request/goal? What key decision-makers would you like to have on your side? Why are your issues important to them?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
Key Messages	<p>What is the most important thing you want others to know? Your key message should be something easy to remember and understand. <i>Simple is better.</i></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
Talking Points	<p>What data points and/or compelling stories/examples support your key message and goal?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

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**Audience
Targets**

Who has the authority or influence to impact your goal/policy/request? Who do you need to convince? *(school board, parents, non-profit organizations, city or county elected officials, state legislators)*

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Messengers

Who can share your message most effectively? Who does your audience/target listen to and trust?

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**Communication
&
Responsibility**

How will your group strategically communicate the message of your cause /issue/problem?

Who is responsible for designing and carrying out the messages?

****Group Members need to partner up and create a different type of messaging strategy.****
(school event, classroom visits, presentation, social media campaign, petition, community event, google form, PSA, posters, school announcements, reels, videos)

Message Type #1 : _____

Student #1: _____ **Student #2:** _____

Message Type #2: _____

Student #3: _____ **Student #4:** _____

Message Type #3: _____

Student #5: _____ **Student #6:** _____

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ADVOCACY MESSAGE RUBRIC

	0 points	1 points	2 points	3 points
Advocacy Topic (2 points)	Did not complete assignment	No clear topic chosen in work of art	Chose a clear topic to advocate for	X (only 2 points)
Words/Text (3 points)	Did not include words/text in project	Included words that did not relate to advocacy topic	Included words that slightly related to my advocacy topic	Included words that clearly related to my advocacy topic
Images (3 points)	Did not include images in project	Included images that did not relate to advocacy topic	Included images that slightly related to my advocacy topic	Included images that clearly related to my advocacy topic
Creativity & Original Ideas (2 points)	Project was copied from an example	Showed some creativity and original ideas	Showed clear creativity and original ideas	X (only 2 points)
				Total points _ /10

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