



Advocacy Curriculum

2017

—

Dasom Ham and Mahima Gupta
CivicDuty-Minneapolis

Table of Contents

- I. Acknowledgements
- II. Introduction
- III. Democracy: Legislative Process (Mahima Gupta)
- IV. Civic Engagement and Advocacy
- V. Advocacy Part 1: Foundations (Dasom Ham)
- VI. Advocacy Part 2: Bill (Dasom Ham)
- VII. Advocacy Part 3: Communication (Dasom Ham)
- VIII. Advocacy Part 4: Fine-Tuning (Dasom Ham)
- IX. Appendix A: Sources
- X. Appendix B: CivicDuty

Acknowledgements

We are thankful for the opportunity, feedback, and ideas from the Equity Alliance MN, Fuchi Hang, and CivicDuty student officers.

Introduction

Purpose

Youth civic engagement and advocacy are important parts in our democracy. However, youth may face obstacles that might discourage engagement or produce undesired results. One obstacle is limitations. With limited time and resources available, youth have to filter large amounts of information. This may result in burn-out and discouragement. Another obstacle is convincing legislators. Legislators also have limited amount of time and resources because of the amount of issues and tasks to accomplish. To convince legislators, students have to efficiently and effectively advocate. But without strategic plans, legislators may not produce desired decision.

To address these obstacles, we created the “Advocacy Curriculum” to inform and encourage students to strategically advocate. We compiled a variety of resources and ideas and our background with youth advocacy to create this toolkit for future uses.

The Curriculum Set-Up



The curriculum is divided into six main components: (1) democracy: legislative process, (2) civic engagement and advocacy, (3) foundations, (4) bill, (5) communication, and (6) fine-tuning. Each component contains learning goals, background information for selected lessons, a lesson plan with activities, handouts for students, and worksheets. We encourage instructors and students to adjust lessons as needed. For the original sources, please see Appendix A.

Democracy: Legislative Process

Learning Goals

Learning Goal	Objectives	Assessment Tools/Procedures
Becomes more familiar with the basic civic facts and the legislative process	Students will become more aware of the American legislative process.	Students will take the United States citizenship test and then reflect about the process.

Lesson Plan: United States Citizenship Test

Overview and Purpose

Accountability is a very important aspect when successfully and effectively advocating. This lesson will focus on information accountability. Students should become more aware of the legislative process and the unique qualities of the United States' democracy. To determine if students are aware of the United States legislative process, students will take the United States citizenship test. Students will need to get at least 60% to pass the test.

Materials

- Printed copies of the United States Citizenship test
- Scratch paper for students to write out their answers
- Printed copy of the answers
 - For the answers, go to the United States Citizenship and Immigration Services website:
<https://www.uscis.gov/citizenship/teachers/educational-products/100-civics-questions-and-answers-mp3-audio-english-version>

Instructional Procedure

5 minutes: Assign

Highlighting some of the most basic parts of our democracy, culture, and history, the Citizenship test is a great benchmark to test knowledge. Taking the test will show students where gaps in their knowledge are. Earning a 60% will technically act as a passing grade. However, students should aim to get as close to 100% as possible.

- **Directions:** Inform students to write out their answers on a separate piece of paper

20 minutes: Test

20 minutes: Reflection

- **Directions:** Have students grade their test individually and offer them time to go over the questions they got wrong.

United States Citizenship Test

1. What is the supreme land of the law?
2. What does the Constitution do?
3. The idea of self-government is in the first three words of the Constitution. What are these words?
4. What is an amendment?
5. What do we call the first ten amendments to the Constitution?
6. What is one right or freedom from the First Amendment?
7. How many amendments does the Constitution have?
8. What did the Declaration of Independence do?
9. What are two rights in the Declaration of Independence?
10. What is freedom of religion?
11. What is the economic system in the United States?
12. What is the "rule of law"?
13. Name one branch or part of the government?
14. What stops one branch of government from becoming too powerful?
15. Who is in charge of the executive branch?
16. Who makes federal laws?
17. What are the two parts of the US Congress?
18. How many US Senators are there?
19. We elect a US Senator for how many years?
20. Who is one of your state's US Senators now?
21. The House of Representatives has how many voting members?
22. We elect a US Representative for how many years?
23. Name your US Representative.
24. Who does a US Senator represent?
25. Why do some states have more Representatives than other states?
26. We elect a President for how many years?
27. In what month do we vote for President?
28. What is the name of the President of the United States now?
29. What is the name of the Vice President of the United States now?
30. If the President can no longer serve, who becomes President?
31. If both the President and the Vice President can no longer serve, who becomes President?
32. Who is the Commander in Chief of the military?
33. Who signs bills to become laws?
34. Who vetoes bills?
35. What does the President's Cabinet do?

36. What are two cabinet-level positions?
37. What does the judicial branch do?
38. What is the highest court in the United States?
39. How many justices are on the Supreme Court?
40. Who is the Chief Justice of the United States now?
41. Under our Constitution, some powers belong to the federal government. What is one power of the federal government?
42. Under our Constitution, some powers belong to the states. What is one power of the states?
43. Who is the Governor of your state now?
44. What is the capital of your state?
45. What are the two major political parties in the United States?
46. What is the political party of the President now?
47. What is the name of the Speaker of the House of Representatives now?
48. There are four amendments to the Constitution about who can vote. Describe one of them.
49. What is one responsibility that is only for United States citizens?
50. Name one right only for United States citizens.
51. What are two rights of everyone living in the United States?
52. What do we show loyalty to when we say the Pledge of Allegiance?
53. What is one promise you make when you become a United States citizen?
54. How old do citizens have to be to vote for President?
55. What are two ways that Americans can participate in their democracy.
56. When is the last day you can send in federal income tax forms?
57. When must all men register for the Selective Service?
58. What is one reason colonists came to America?
59. Who lived in America before the Europeans arrived?
60. What group of people was taken to America and sold as slaves?
61. Why did the colonists fight the British?
62. Who wrote the Declaration of Independence?
63. When was the Declaration of Independence adopted?
64. There were 13 original states. Name three.
65. What happened at the Constitutional Convention?
66. When was the Constitution written?
67. The Federalist Papers supported the passage of the US Constitution. Name one of the writers.
68. What is one thing Benjamin Franklin is famous for?
69. Who is the "Father of Our Country"?
70. Who was the first President?

71. What territory did the United States buy from France in 1803?
72. Name one war fought by the United States in the 1800s.
73. Name the US war between the North and the South.
74. Name one problem that led to the Civil War.
75. What was one important thing that Abraham Lincoln did?
76. What did the Emancipation Proclamation do?
77. What did Susan B. Anthony do?
78. Name one war fought by the United States in the 1900s.
79. Who was President during World War I?
80. Who was President during the Great Depression and the World War II?
81. Who did the United States fight in World War II?
82. Before he was President, Eisenhower was a general. What war was he in?
83. During the Cold War, what was the main concern of the United States?
84. What movement tried to end racial discrimination?
85. What did Martin Luther King Jr. do?
86. What major event happened on September 11, 2001, in the United States?
87. Name one American Indian tribe in the United States.
88. Name one of the two longest rivers in the United States.
89. What ocean is on the West Coast of the United States?
90. What ocean is on the East Coast of the United States?
91. Name one US territory.
92. Name one state that borders Canada.
93. Name one state that borders Mexico.
94. What is the capital of the United States?
95. Where is the Statue of Liberty?
96. Why does the Statue of Liberty?
97. Why does the flag have 13 stripes?
98. What is the name of the national anthem?
99. When do we celebrate Independence Day?
100. Name two national US holidays.

Civic Engagement and Advocacy

Learning Goals

Learning Goal	Objectives	Assessment Tools/Procedures
Understands the importance and different types of advocacy in a democracy.	Students will be exposed to quotes on advocacy	Students will reflect and discuss about the importance in a class discussion.

Lesson Plan: Quotes Walk

Overview and Purpose

Before students plan and advocate for a certain issue, students should learn the importance of advocacy in a democratic state. For this lesson, students will go through a “quotes walk.” In this activity, students will read quotes by historical figures on civic engagement. Afterwards, students will discuss about the quotes and how the quotes connect with the importance of advocacy.

Materials Needed

1. Printed quotes

Instructional Procedures

Before the lesson:

- Print quotes
- Tape the quotes around a designated room

2 minutes: Assign

- Split the class into several small groups
- Assign each group to a different case study

20 minutes: Walk through History

- Every 2 minutes tell students to rotate to the next station

15 minutes: Reflection and Discussion

- **Directions:** To have students understand the importance of advocacy, have students sit in a circle to discuss about what they saw. Here is a list of possible questions to ask the students:

I. First Impressions

- A. What were your first impressions of the quotes?

- B. Was there one in particular that stood out to you? Why did that stood out for you?
- II. Civic engagement, advocacy, and democracy
 - A. Reflect the historical context for the quotes. How does the message behind the quotes connect with the historical events?
 - B. From what you learned today, how is civic engagement important in our democracy? What happens if we do not continuously participate?
 - C. How is advocacy important to our democracy? What role does it play when protecting your rights?

A Walk through History: Quotes

Here are selected quotes that we thought emphasized the importance of civic engagement and advocacy.

“Civic engagement as the intentional effort of government to facilitate meaningful dialog with the public in its work and in the development of public policy”

Civic engagement “... strengthens our democracy by ensuring that all people within our society have the opportunity to participate in a meaningful manner in our government, and the government has the consent of the governed.”

During the 1787 Constitutional Convention, a lady asked Dr. Benjamin Franklin, “Well, Doctor, what have we got- a Republic or a Monarchy?”

He replied, “A Republic, if you can keep it.”

“Democracy is never a final achievement. It is a call to an untiring effort.” - John F. Kennedy

“There never will be complete equality until women themselves help to make laws and elect lawmakers.” -Susan B. Anthony

“Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly.” - Dr. Martin Luther King Jr.

“Discourse and critical thinking are essential tools when it comes to securing progress in a democratic society. But in the end, unity and engaged participation are what it happen.”- Aberjhani

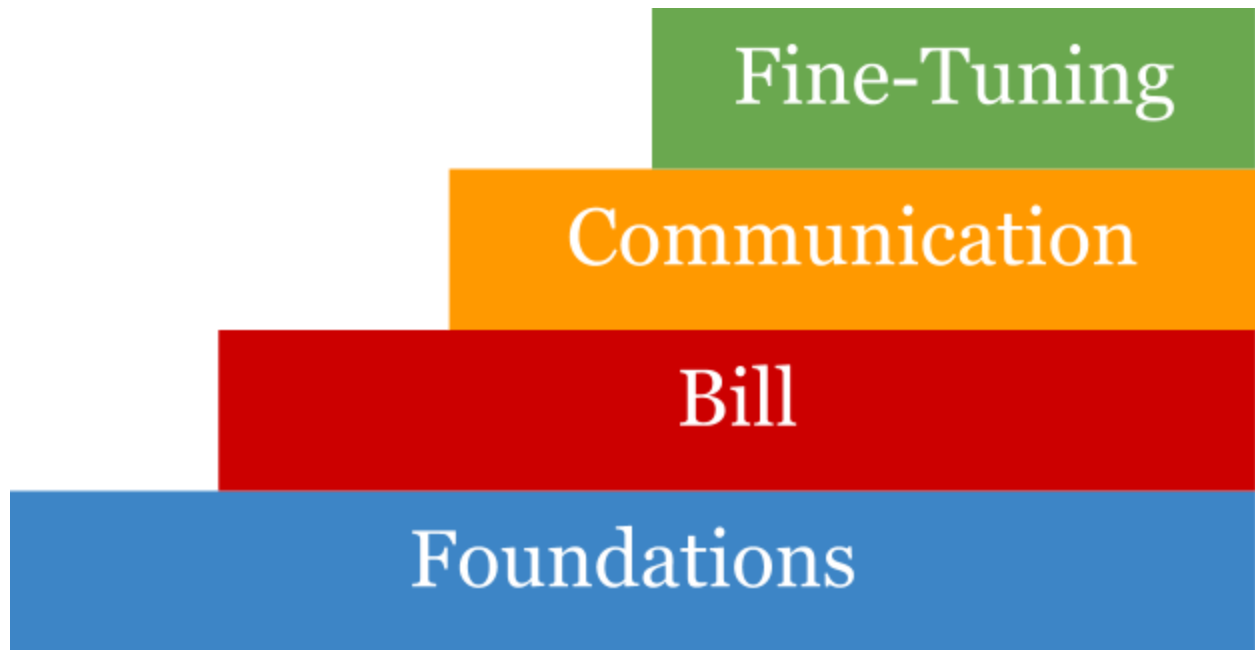
“That government is the strongest of which every man feels himself a part.”- Thomas Jefferson

“Freedom is hammered out on the anvil of discussion, debate, and dissent.”-Hubert H. Humphrey

“A popular government without popular information or the means of acquiring it is but a prologue to Farce or Tragedy or perhaps both. Knowledge will forever govern ignorance, and a people who mean to be their own Governors must arm themselves with the power knowledge gives” -James Madison

“We can change the world and make it a better place. It is in your hands to make a difference.” -Nelson Mandela

Advocacy



For the advocacy part of the curriculum, we split this topic into four categories (see diagram above):

1. Foundations:

The first part of the “advocacy” portion teaches students knowledge on who their legislatures are and the available resources.

2. Bill:

This part introduces students on how to interpret bills.

3. Communication:

The third step of the advocacy part introduces students to the different communication methods, such as writing letters and emails and communicating with representatives in small-meetings.

4. Fine-Tuning:

The last part discusses methods on how students can continue advocating.

Advocacy Part 1: Foundations

Learning Goals

Learning Goal	Objectives	Assessment Tools/Procedures
Gain basic knowledge of the available resources	Students will use technology to locate Minnesota (MN) state legislative resources.	Students will locate and summarize information they find from the given resources.
Gain basic knowledge on the Minnesota (MN) state political system	Students will use technology to identify state legislators and bills.	Students will present a 3 minute presentation on what they learned to the class.

Lesson Plan: Foundations

Overview and Purpose

Before students delve into advocacy, students need a strong foundation on the available resources. In this lesson, the students will use the “Minnesota Legislative Resource Table” to learn about the Minnesota legislative resources, such as the bill tracking page and the “Who Represents Me?” page. Specifically, students will search for information about their legislators and present their findings with poster paper and markers to the class.

Materials Needed

1. Electronic devices
2. Scratch paper
3. Poster paper and markers
4. Printed copies of the resource page

Instructional Procedures

2 minutes: Assign

- Instructor assigns students into groups based on state districts without the students knowing

40 minutes: “Who Represents Me?”

- **Directions:**
 1. Give each group the table of resources.
 2. Inform students that they have to find and record on a piece of paper the following information:
 - a. Identify their congressional and state districts.

- b. Identify their congressional senators, congressional representative, state senator, and state representative.
 - c. Identify the political party for each person
 - d. Identify one fun fact for each person
3. Then inform each group of students to prepare a 3 minute presentation with the poster paper and markers.

18 minutes: Presentation

- **Directions:**

- Each group will give a 3 minute presentation.
- Collect each group's scratch paper for future reference.

Assignment

To prepare students for lobbying, assign students the “Advocacy Part 1: What would you do?” sheet. The assignment allows students to brainstorm issues that they want to address. Inform students to turn in the assignment on a designated day. Keep the turned-in assignments for future references.

Minnesota Legislative Resource Table

We created a table with some of the most important and useful resources on Minnesota legislative information.

Title	Brief Description	Link
MN State Legislature: Who Represents Me? And Legislative Districts	This page contains links to the main legislative resources. Some include: <ul style="list-style-type: none">• Who Represents Me?• Legislative District Maps• District Information• Polling Place Finder• Election Results	https://www.leg.state.mn.us/leg/districtfinder
MN Legislative Coordinating Commission Geospatial Information: Who Represents Me?	This page allows people to type in their address to learn who their legislators are.	http://www.gis.leg.mn/iMaps/districts/
MN House of Representatives	This page lists all of the state representatives with contact information.	http://www.house.leg.state.mn.us/members/hmem.asp
MN Senate	This page lists all of the state senators with contact information.	http://www.senate.mn/members/index.php?ls=#header
MN Legislative Coordinating Commission Geospatial Information: Maps	This page contains maps of precincts, legislative and congressional district maps, election results, and the such.	http://www.gis.leg.mn/html/maps.html
MN State Bills	This page has links to both the House of Representatives and Senate bills, vetoes, bill trackers, guides, and more information on the bills.	https://www.leg.state.mn.us/leg/legis

Assignment 1 Advocacy Part 1: What would you do?

So far you learned about democracy, civic engagement and advocacy, and the foundations of “how to advocate.” The first step for advocacy is to think of problems in your community. In this activity, you will brainstorm issues that you are interested in.

Direction: One day you wake up as the mayor of your city. You now have the power to address your city's problems. What issues would you like to solve? How would you solve the problem(s)? In the chart below, brainstorm and write down the issues you want to address and the process on how you solve them.

Problems	Solutions

Advocacy Part 2: Bills

Learning Goals

Learning Goal	Objectives	Assessment Tools/Procedures
Gain basic knowledge on the basic structures of bills	Students will understand how MN bills are structured.	Students will explore the bills by reading a designated bill.
Develop comprehension skills.	Students will use their experiences to interpret MN bills.	Students will read, summarize, and identify reasons from a designated bill to prepare for a class debate.

Lesson Plan: Bill

Overview and Purpose

Reading and understanding how to read bills is a difficult task. In order to effectively advocate, students should be able to comprehend the bill and the bill's implications. For this lesson, students will participate in a class debate over one designated bill. Before the debate, students will be given time to look over the bill and prepare their case.

Materials Needed

1. Copies of a selected bill
2. Scratch paper

Instructional Procedures

Before the lesson:

- Select a bill that will impact the students such as education bills
- Print copies for the students

2 minutes: Assign

- Split the class into two groups
- Assign the two groups by (1) supports the bill and (2) against the bill

30 minutes: Preparing the debate

- **Directions:**
 - Give each group copies of the designated bill
 - Tell the students the following:
 - Read over the bill
 - Identify at least 3 arguments points that will support your case
 - Record arguments on a piece of paper that will be collected

- Tell the students how the debate will be structured (see a sample format below)

20 minutes: Debate

The debate can be formatted as the following:

- Opening statements from both sides (2 minutes each)
- Rebuttals- each side can respond the other side's claim
- Closing statements from the other side (2 minutes each)

10 minutes: Reflection

- **Directions:** To reinforce what the students learn, ask students to sit in a circle to reflect as a class about the process. Here is a list of possible questions to ask the students:

- I. First thoughts
 - A. What was your first reaction to the bill? Did you feel overwhelmed?
- II. Processes
 - A. As a group, how did you first approach this bill?
 - B. What was your overall process in understanding the bill?
 - C. How did you select the argument points?
- III. Difficult moments
 - A. Did you reach a part where you did not understand?
 - B. Did you ask for help? Why or why not? Did you use other resources?

Assignment

To reinforce what students learned, assign students the “Advocacy Part 2: The Art of the Bill” sheet. The assignment allows students to (1) locate a bill that pertains to their interest and (2) read and summarize the bill. As you hand-out this assignment, give students the first assignment for reference.

Assignment 2 Advocacy Part 2: The Art of the Bill

Tremendous job! You are almost an expert on “The Art of the Bill.” You now understand the basic structure of Minnesota bills and how to read and summarize them. In this activity, you will apply your knowledge with a bill.

Direction: Looking back at your answers from the worksheet, “Advocacy Part 1: What would you do?,” choose an issue that you are interested in. Go to the MN State Bills Tracking page (<https://www.leg.state.mn.us/leg/legis>) and identify a bill that addresses the selected problem. Then read the bill. After you finish this activity, print out the bill and attach it to your answers when you turn this in.

While reading the bill, answer the following questions:

1. What is the title of the bill? (Name and Bill Number)
2. What is the problem that the bill is addressing?
3. Suppose the bill passes. What are the potential consequences/implications? Who will benefit? Who will be harmed?
4. Do you think that the bill will solve the problem? List and briefly explain at least 3 reasons why or why not the bill will solve the issue.

Advocacy Part 3: Communication

Learning Goals

Learning Goal	Objectives	Assessment Tools/Procedures
Develop persuasive speaking skills.	Students will use persuasive speaking mechanisms in a real-life situation.	Students will use their persuasive speaking skills to address a problem.

Lesson Plan: Classroom Simulation

Overview and Purpose

Legislators have limited time to talk with their constituents. So persuasively and effectively communicating in a time constraint is an important skill. To prepare the students, students will go through a class simulation and learn about the essential question of “Why should I pass the bill?” Specifically, the class simulation will push students to create persuasive pitches in a time constraint.

Materials Needed

- N/A

Instructional Procedures

50 minutes: Class Simulation

- **Directions:**

- Create a situation where students are unaware about the simulation

Example: If you provide snacks, then one day do not offer the snacks and tell the students you refuse to give them snacks because you believe snacks are a waste of money.

- Tell the students that you will change your decision if they can persuade you
- Stay in a designated space or your office and have students approach you
- You will change your decision once the students do the following:
 - Create a list of talking points
 - Able to give a persuasive pitch in 2 minutes
- If the students are unable to fulfill the components above, then turn away the students but offers hints how they can convince you.

10 minutes: Reflection

- **Directions:** To reinforce the process from the simulation, students will reflect on what they learned and how they can apply the knowledge when advocating. The following questions can be used for the reflection time:

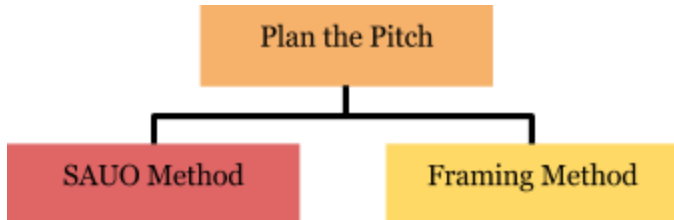
- I. First thoughts
 - A. What was your first reaction to the scenario?
 - B. What was your reaction to the continuous denial?
- II. Processes
 - A. As a group, how did you first approach the problem?
 - B. After a rejection, did you change your ideas and approaches?
 - C. What was the overall process?
 - D. What were the methods you discarded? What were the methods you kept?
 - E. Why did you discard certain methods but not others?
- III. Change in the Point-of-View (POV)
 - A. What specific points do you believe are persuasive? Why are they persuasive?
- IV. Conclusion
 - A. How would you apply what you learned today when you advocate to your legislators?

Assignment

Planning and practicing communicating with legislators are the most important parts of advocating. To prepare students, the assignment of “Advocacy Part 3: Deal or No Deal” will encourage students to plan their pitch. As you hand-out this assignment, give back the previous two assignments to the students for reference.

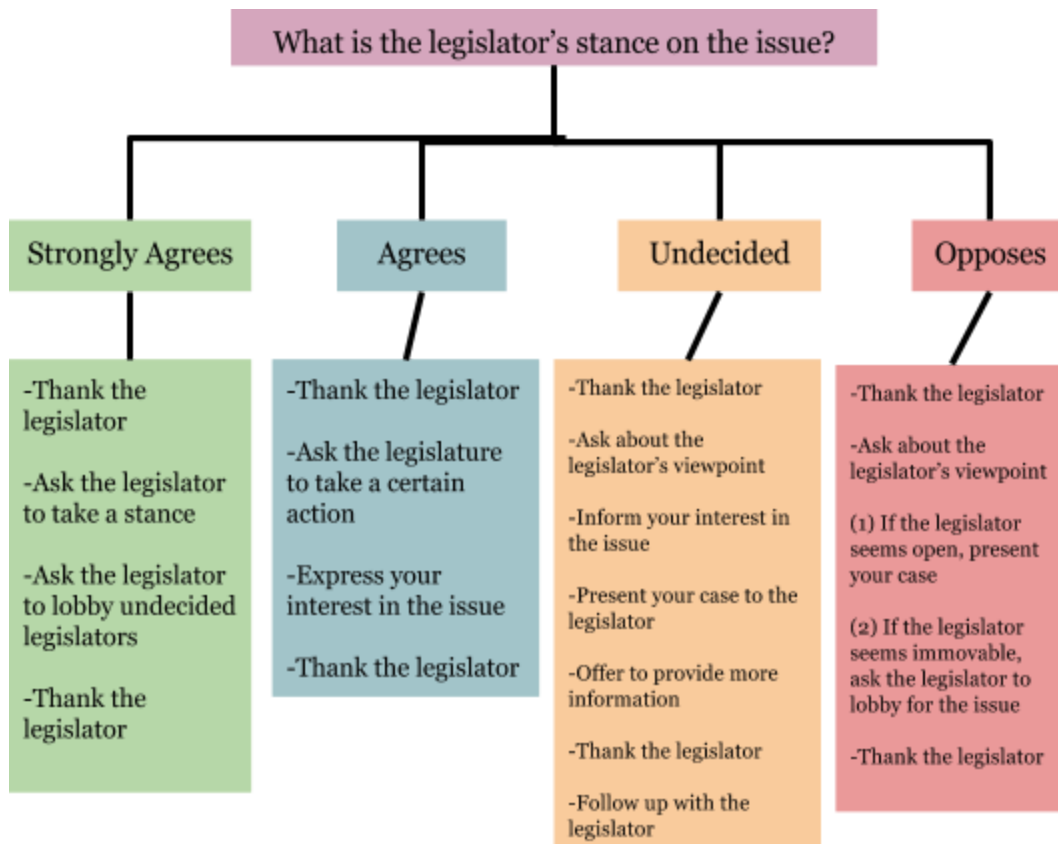
Advocacy Part 3: Communication Handout

You learned today that communication is an important component of advocacy. When you advocate to your legislator, you have to present your case clearly and persuasively within a time limit. To prepare you, we created a brief handout on different communication methods.



Before you contact your legislator, you should plan your pitch. You should plan your pitch by employing the **SAUO** (strongly agrees, agrees, undecided, opposes) method and the **Framing** method (see the diagram to the left).

- (1) The **SAUO** method- this method offers different ways to present your case based on how your legislator stands on the issue/bill (see the diagram below).



- (2) The **Framing** method- this method offers communication strategies to address issues without isolating or losing your audience.

General Framing Strategies

1. *Know your audience*- your audience is your legislator. What are your legislator's values? What are your legislator's past voting patterns?
2. *Lead your conversation with values*- by starting out with shared values, you will create a connection between you and your legislator and will help you when you present your case
3. *Use "we"*- using "we" will make your audience feel included

The three communication options are:

- (1) Writing emails or letters
- (2) Calling
- (3) Visiting in person

Writing emails or letters

A communication method is to write an email or a letter to your legislator. The general format of a letter/email is the following:

1. Address
2. Date
3. Address the legislator as the following:

The Honorable {Last Name}
[Address of your legislator's office]

Dear Representative/Senator {Last Name}:

4. First paragraph: **Background**
 - a. Identify yourself with your name and address
 - b. Identify the issue/bill you are interested in talking about
 - c. State your position
5. Second paragraph: **Bill/Issue Background**

For the second paragraph, you should approach based on whether you are interested in talking about a bill or an issue.

Bill	Issue
------	-------

<ul style="list-style-type: none"> - Briefly describe the issue - Summarize what the bill will do to address the problem 	<ul style="list-style-type: none"> - Briefly describe the issue
--	--

6. Third Paragraph: **Your Case**

- a. Justify why or why not the legislator should support the bill or address a specific issue

7. Fourth Paragraph: **What to do next**

- a. Express how you would like your legislator to vote or to do in the future
- b. Request for a response

8. Greetings with your name and title

General Tips:

1. *Be concise*- keep your email or letter to one page
2. *Be constructive*- explain why or why not you support the issue/bill with facts, experiences, and/or anecdotes
3. *Be appreciative*- your legislator is taking time to read your email or letter, so thank him or her for taking his or her time
4. *Be professional*- proofread. Check for spelling, grammar, and format before you send your email/letter
5. *Include your address*- immediately identify yourself as a constituent. Legislators reply back to their constituents as soon as they can, so you will receive a response much faster

Calling

Another method to communicate with your legislator is to call him or her. The best way to communicate your message is by doing the following:

1. Identify yourself with your name and address
2. Identify the issue/bill you are interested in talking about
3. State your position
4. Ask about where your legislator stands on the issue/bill
5. Based on the legislator's stance:
 - a. Use your planned pitch to express your case
 - b. Express how you would like your legislator to vote or to do
6. Send a thank you letter to the legislator's office

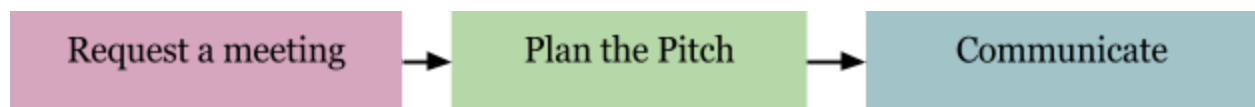
General Tips:

1. *Be concise*- keep your phone call short and clearly state your position

2. *Be constructive*- explain why or why not you support the issue/bill with facts, experiences, and/or anecdotes. But we strongly encourage you to use facts to justify your reasons
3. *Be appreciative*- your legislator is taking time to listen and respond, so thank him or her for taking his or her time

Visiting

The third method is to visit your legislator at his or her office. This is the most exciting method but you have to plan carefully. The general method is to (1) request a meeting, (2) plan the pitch using the **SAUO** method and the **framing** method, and (3) communicate (see the diagram below for reference).



Request a Meeting

If you are interested in talking face-to-face with your legislator, you should first contact your legislator's office through email or through phone to request a meeting. When you request for a meeting, you should do the following:

1. Identify yourself with your name and address
2. State your interest in speaking with your legislator on an issue/bill
3. Ask when your legislator is available
4. Thank the receiver
5. Follow up with your legislator's office

Communicate with your Legislator

When you communicate with your legislator, you can use the "calling" steps:

1. Identify yourself with your name and address
2. Identify the issue/bill you are interested in talking about
3. State your position
4. Ask about where your legislator stands on the issue/bill
5. Use your planned pitch to express your case
6. Express how you would like your legislator to vote or to do
7. Send a thank you letter to the legislator's office

Assignment 3 Advocacy Part 3: Deal or No Deal

You learned that 2 minute pitch may or may not break the deal for legislators. Legislators have limited amounts of time and resources to address all of the problems. It is your job to effectively and efficiently advocate for your cause. In order to prepare for your next legislator visit, you will create your own “cheat sheet” for both you and your legislator.

Direction: Part 1 Look back at your answers from worksheets, “Advocacy Part 1” and “Advocacy Part 2.” First, answer the following questions:

Summary:

- (1) What is the bill title and the bill number?

- (2) What is the problem that the bill is addressing?

- (3) Summarize in 1-2 sentences what the bill will do.

Advocacy:

- (4) What position would you like the legislator to take?

- (5) List and briefly explain in 1-2 sentences why or why not to support the bill.

Direction: Part 2 With the recorded information above, type up your own 1 page cheat sheet that contains the following components:

- **Summary-** title of the bill, 1-2 sentence(s) summary of the bill
- **Position-** 1 sentence on the position that legislator should take, bullet point reasons why or why not the bill should be supported with 1-2 sentences explanation for each point
- **Contact Information-** your name, your phone number, your address, your email

Advocacy Part 4: Fine-Tuning Learning Goals

Learning Goal	Objectives	Assessment Tools/Procedures
Reinforce the knowledge into practice.	Students will use and apply their knowledge through practice and feedback.	Students will use and apply their knowledge through simulations.

Lesson Plan: Fine-Tuning

Overview and Purpose:

This final lesson will fulfill three components: (1) preparation, (2) reinforcement, and (3) reflection. To ensure that students are prepared and comfortable advocating beyond the classroom, we recommend using a class simulation (sample simulation below) and setting aside time for students to reflect what they have learned and what they can do in the future.

Materials Needed

- Printed feedback forms
- Printed student checklist

Instructional Procedures

50 minutes: Presentation

- Each group will have the following structure:
 - 2 minutes: Present pitch to audience members
 - 3 minutes: Q&A session from the audience members
 - 5 minutes: Audience members write feedback

10 minutes: Reflection

- **Directions:** As a whole group, have students reflect on their experience. You may ask the following sample questions:
 - I. First Thought
 - A. What was your first reaction to the presentation? How did you feel?
 - B. What was your first reaction to the Q&A session?
 - II. Experience
 - A. What were the common communication styles used?
 - B. What feedback did you receive? What feedback did other groups receive?
 - III. Improvement
 - A. What can you improve on? What can your group improve on?

Feedback Form

Group number:

Problem

- Did the group specifically state the bill name and bill number? What was the bill name and number?
- Did the group state the problem that the bill is addressing? What was the problem?

Case

- Did the group ask to take an action? What was the action?
- Did the group state the reasons to justify their position? What were the reasons?
- Were the reasons persuasive? Did they help their case?

Q & A

- Did the group answer the questions? Or did they not answer the questions?

Overall

- What were the strengths of the group's presentation?
- What could the group improve on?

Other comments and/or feedback?

Advocacy Part 4: Fine-Tuning Handout

Suppose you want to visit your legislator. To ensure that you are prepared and confident to meet with your legislators, here is a checklist:

- ☐ Contacted and created an appointment with the legislator
- ☐ Followed up with the legislator office to confirm the meeting
- ☐ Prepared printed copies of “cheat sheets”
- ☐ Prepared a thank you letter for the legislator
- ☐ Packed a folder with printed copies of the “cheat sheets” and a pen

Appendix A: References

- American Psychological Association (APA). (n.d.) *Effective Communications: Identifying and Locating Your Legislators*. Retrieved from <https://www.apa.org/about/gr/advocacy/communicate.pdf>
- Bartleby. *Respectfully Quoted: A Dictionary of Quotations* (1989). Retrieved from <http://www.bartleby.com/73/1593.html>
- Bay Area School Reform Collaborative. (1999). *Inquiry in Curriculum Design*. Retrieved from <http://www.sfsu.edu/~teachers/download/Inquiryframework.pdf>
- Boye, Allison. (2015). *How Do I Create Meaningful and Effective Assignments*. Retrieved from https://www.depts.ttu.edu/tlpdc/Resources/Teaching_resources/TLPDC_teaching_resources/CreatingEffectiveAssignments.php
- Center for Teaching. (n.d.). *Course Design: Why Course Design?* Retrieved from <https://teaching.uchicago.edu/key-topics-on-teaching/course-design/>
- Center for Teaching and Learning. (n.d.). *Course Evaluations Question Bank: Suggested Questions and Categories for Course Evaluations*. Retrieved from <http://teaching.berkeley.edu/course-evaluations-question-bank>
- Civic Quotes: *Citizen Involvement*. Retrieved from <https://congressional-quotations.wikispaces.com/Citizen+Involvement>
- Connecticut State Department of Education. (2006). *A Guide to Curriculum Development: Purposes, Practices, Procedures*. Retrieved from http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/currjde_generic/currguide_generic.pdf
- Cornell University. (n.d.). *Outcome Review Checklist*. Retrieved from <https://www.cte.cornell.edu/documents/Learning%20Outcome%20Review%20Checklist.pdf>
- Flash, Pamela. (2015). *Informal, in-class writing activities*. Retrieved from <http://writing.umn.edu/tww/assignments/informal.html>
- Flinn, Susan K. and Marcela Howell. (2001). Advocacy-The Art of Persuasion. *Transitions: The Controversy over Abstinence-Only-Until-Marriage Programs*, 12, 12-20. Retrieved from <http://www.advocatesforyouth.org/storage/advfy/documents/transitions1203.pdf>
- Greene, Brian. (2012). *Native-born Americans are worse on civics exam than immigrants applying for citizenship*. Retrieved from <https://www.usnews.com/news/blogs/washington-whispers/2012/04/30/study-one-in-three-americans-fails-naturalization-civics-test>
- Goodreads. (n.d.). *Aberjhani Quotes*. Retrieved from <https://www.goodreads.com/quotes/7431453-discourse-and-critical-thinking-are-essential-tools-when-it-comes>
- Kennedy, Bill, Emily Fisher, and Colin Bailey. Framing in Race-Conscious, Antipoverty Advocacy: A Science-Based Guide to Delivering Your Most Persuasive Message. *Journal of Poverty Law and Policy*, 43, 408-421. https://www.law.berkeley.edu/files/thcsj/Framing_in_RaceConsciousAntipoverty_Advocacy.pdf
- Lucas, Stephen. (2007). *The Art of Public Speaking*. 9th ed. New York: McGraw-Hill.
- Martin Luther King, Jr. (1963). *Letter from Birmingham Jail*. Retrieved from https://web.cn.edu/kwheeler/documents/Letter_Birmingham_Jail.pdf
- Massachusetts Institute of Technology. (n.d.). *Resources for Teachers: Creating Writing Assignments*. Retrieved from

- <http://cmsw.mit.edu/writing-and-communication-center/resources/teachers/creating-writing-assignments/>
- McCormack, Patrick. (2010). *Making Laws (Updated)*. Retrieved from <http://www.house.leg.state.mn.us/hrd/pubs/makinglaws.pdf>
- McLaughlin, Ed. (n.d.). *AEM Learning Goals and Assessment*. Retrieved from <https://www.cte.cornell.edu/documents/presentations/AEM%20Learning%20Goals%20&%20Assessment.pdf>
- Millis, Barbara J. (2009). *How Student Learning Outcomes Can Strengthen Teaching and Learning. The Teaching and Learning Center*. Retrieved from <https://www.cte.cornell.edu/documents/presentations/Student%20Learning%20Outcomes.pdf>
- Minnesota Department of Human Rights. (n.d.). Civic Engagement. Retrieved from <https://mn.gov/mdhr/news-community/diversity-inclusion/civic-engagement.jsp>
- National Education Association. (n.d.). *Writing to Your Legislators*. National Education Association. Retrieved from <http://www.nea.org/home/19657.htm>
- National Conference of State Legislatures. (2010). *State Legislators Who They Are and How to Work with Them: A Guide for School Health Professionals*. Retrieved from <http://www.ncsl.org/portals/1/documents/health/StateLegSHP610.pdf>
- National League for Nursing. (n.d.). *Communicating with Your Legislators*. Retrieved from <http://www.nln.org/docs/default-source/advocacy-public-policy/how-to-communicate-with-your-legislators-pdf.pdf?sfvrsn=2>
- National Conference of State Legislatures. (n.d.). *Trust for Representative Democracy Quotes*. Retrieved from <http://www.ncsl.org/legislators-staff/legislators/trust-for-representative-democracy/trust-for-representative-democracy-civic-education-quotes.aspx>
- The Office of the Revisor of Statutes. (2013). *Minnesota Revisor's Manual with Styles and Forms 2013 Edition*. Retrieved from <https://www.revisor.mn.gov/office/2013-Revisor-Manual.pdf>
- Patel, Chandani. (n.d.). *Acquiring and Using Student Feedback*. Retrieved from <https://teaching.uchicago.edu/teaching-guides/acquiring-and-using-student-feedback/>
- Stanford University. (n.d.). *Do's and Don'ts of Evaluation Questions: Guidelines for Open-Ended Evaluation Questions*. Retrieved from <https://vptl.stanford.edu/teaching-learning/teaching-practices/evaluation/stanfords-new-course-evaluations/do-s-and-donts>
- Stanford University. (n.d.). *Standard Course Evaluation Questions*. Retrieved from <https://vptl.stanford.edu/teaching-learning/teaching-practices/evaluation/stanfords-new-course-evaluations/customizing-your>
- Stanford University. (n.d.). *Course Design*. Retrieved from <https://teachingcommons.stanford.edu/resources/course-preparation-resources/course-preparation-handbook/course-design>
- Stanford University. *Designing Courses Backwards*. Retrieved from <https://teachingcommons.stanford.edu/resources/course-preparation-resources/course-design-aids/designing-courses-backwards>
- Stanford University. (n.d.). *Writing Learning Goals*. Retrieved from <https://vptl.stanford.edu/teaching-learning/teaching-practices/evaluation/stanfords-new-course-evaluations/writing-learning>
- United States Citizenship and Immigration Services. (n.d.). *100 Civic Questions and Answers with MP3 Audio (English Version)*. Retrieved from

<https://www.uscis.gov/citizenship/teachers/educational-products/100-civics-questions-and-answers-mp3-audio-english-version>

United Nations. (2011). *Secretary-General's Message for 2011*. Retrieved from http://www.un.org/en/events/mandeladay/2011/sg_message2011.shtml

University of Chicago. (2009). *Lesson Plan Template*. Retrieved from https://uei.uchicago.edu/learn/LessonPlan_Rubric_CGW.pdf

University of Pittsburgh Department of Communication. (2008). *Persuasive Speaking*. Retrieved from <http://www.comm.pitt.edu/persuasive-speaking>

Yale Center for Teaching and Learning. (n.d.). *Designing Assignments*. Retrieved from <http://ctl.yale.edu/writing/wr-instructor-resources/designing-assignments>

Appendix B: CivicDuty

CivicDuty is a national nonprofit that creates initiatives to encourage civic engagement and civic education. Our goal is to encourage students to give back to their communities.

For more information, you can look at our website: <https://www.civicdutyco.org/>

To contact the authors, you may email at: dham@civicdutyco.org