

Time for action!



LESSON OBJECTIVE

Students will learn how to develop an initial plan for their own advocacy campaign.



▶ ESSENTIAL QUESTIONS

- ▶ Why does taking action around issues matter?
- ▶ How can digital technologies be used to help drive change?



▶ AGE

- ▶ 10-18



▶ MATERIALS

- ▶ Advocacy campaign Handout



▶ PREPARATION

- ▶ Print out handout for every student
- ▶ Identify a video to demonstrate how media can be used to foster awareness and advocacy relevant to your community
- ▶ Students need internet access to complete this lesson



▶ ISTE DIGCITCOMMIT COMPETENCY

- ▶ ENGAGED: I use technology and digital channels for civic engagement, to solve problems and be a force for good in both physical and virtual communities.



SUPPORT MATERIALS

Visit facebook.com/fbgetdigital to access resources for parents and young people that can complement the lesson students took on Empowerment today.

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A plan for change!

TELL YOUR STUDENTS

In some of the other learning experiences connected to civic and political engagement that we have completed together, we explored different skills and ideas that can be useful for becoming advocates for change.

We have identified issues that affect your communities and learned about specific networking and media tools to implement positive change.

Now, it is time to bring these ideas together and plan your own advocacy campaign from start to finish!

CLASS INTERACTION

Optional: Present a current and youth-relevant advocacy campaign aligned with your/students' local/regional context. The websites Voices of Youth (in English, Spanish, French and Arabic) and Global Voices (if helpful, within the website, search for the term "youth") might serve as sources of inspiration if you are uncertain which campaign to select. Feel free to project the campaign's website on a projection screen as you describe it.

Assignment

TELL YOUR STUDENTS

Create a write-up outlining an advocacy campaign you would like to run in your community. You can include the text you wrote in some of the previous learning experiences. For example, you might incorporate information about the issue that you want to address or an explanation about why a pop culture character you have chosen for your campaign aligns with your advocacy goals. You will have 30 minutes to design your campaign.

Please answer the following questions:

1. What is the issue you want to address?
2. What community does this affect?
3. How do you want to address this issue?
4. What media platforms will you use to raise awareness around your cause? In what ways?
5. Is there a pop culture character you would like to use for your campaign? How so?
6. Who will be in your support network?
7. What hashtag would you create for your campaign?
8. What is the timeline for your campaign?

Feel free to develop your ideas on the Advocacy campaign worksheet or on a separate piece of paper.

Pass out Advocacy campaign worksheet to students.

CLASS INTERACTION

Now, in pairs, you will share your advocacy campaign write-up. Talk with your partner about the aspect of your campaign that you are the most excited about!

Allow students 20 minutes to share their campaign.

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HANDOUT



Advocacy campaign worksheet

What is the issue you want to address?

What community does this impact?

How do you want to address this issue?

What media platforms will you use to raise awareness around your cause? In what ways?

What popular culture character or story would you use to help promote awareness? In what ways?

Who will be in your network of support? Friends, family, teachers? Name the key players and potential network builders who can help advocate for your cause. Be specific.

What hashtag would you create for your campaign? Which existing hashtags would you use for your campaign?

What is the timeline for your campaign?

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