



ADVOCACY



in the classroom

VAACE 2019

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# Objectives

- Define ADVOCACY
- Discuss advocacy steps
- Review customizable sample lessons for ELL, ABE, and ASE learners
- Activity: try it out!
- Reflection



# What is Advocacy?

## **IN GENERAL:**

An activity by an individual or group that aims to

- influence decisions by those in power
- build public support of a particular cause or policy

## **IN ADULT EDUCATION:**

An activity by an individual or group that aims to

- increase awareness of adult education
- build support- financial in particular- to fund adult education
- recruit assistance for particular events/activities
- empower adult learners and educators to have a voice



# Why an Advocacy Lesson?

Our adult learners can **become partners** in **advocating for** and **increasing awareness** of adult education, while **learning** about the **transferrable skill** of advocacy and **building competencies** in reading, writing, speaking, listening, participating in civic life, and conducting research.



# Advocacy Steps

**Step One: Define the Goal**

**Step Two: Identify the Audience**

- a. Media
- b. Local office-holders
- c. State- or Federal-level elected officials



# Advocacy Steps

## **Step Three: Construct the Message to Match the Goal**

- Personal story showing how adult ed is
  - Enhancing our communities
  - Building the workforce
  - Creating brighter futures
- Adult ed needs
  - You to know who we are/ what we're doing
  - Your help with funding
  - Your help with something else (volunteers, materials, recruitment, etc.)



# Advocacy Steps

## **Step 4: Deliver the message**

- Phone call
- Letter/email
- Face-to-face visit
- Campaign form

Lower ELA	Higher ELA	ABE	ASE
Reading, Listening, Speaking	Research, Reading, Speaking, Writing		
Time: 2 – 3 lessons	Time: 1 – 2 lessons	Time: 1 – 2 lessons	Time: 1 lesson
<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Introduce the concept of advocacy</li> <li>• Provide a speech framework to allow learners to tell their stories and advocate for their education</li> <li>• Be sensitive to citizenship status.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Introduce the concept of advocacy</li> <li>• Provide a prompt/framework to encourage responses</li> <li>• Deliver message by one of the following methods               <ul style="list-style-type: none"> <li>○ Phone call</li> <li>○ Letter/email</li> <li>○ Face-to-face</li> </ul> </li> <li>• Be sensitive to citizenship status</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Introduce concept of advocacy</li> <li>• Provide a prompt/framework to encourage responses</li> <li>• Deliver message by one of the following methods               <ul style="list-style-type: none"> <li>○ Phone call</li> <li>○ Letter/email</li> <li>○ Face-to-face</li> </ul> </li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Introduce the concept of advocacy</li> <li>• Provide a prompt/framework to encourage responses</li> <li>• Deliver message by one of the following methods               <ul style="list-style-type: none"> <li>○ Phone call</li> <li>○ Letter/email</li> <li>○ Face-to-face</li> </ul> </li> </ul>



# Advocacy Lesson for Lower- Level English Language Learners

Provide a framework for ELLs to

- Share their experiences
- Talk about the impact of adult ed on their lives
- While being sensitive to citizenship status
- Deliver message orally or in writing

(handout)



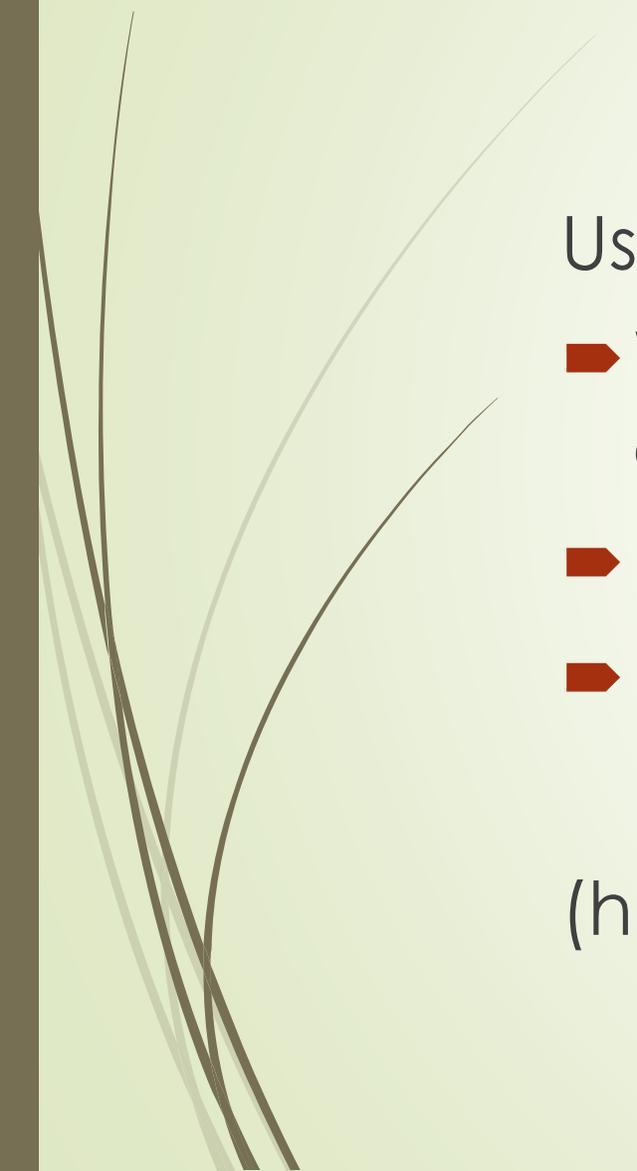


# Advocacy Lesson for ABE and Higher- Level ELLs

Use a warm-up discussion and prompt to

- Write a personal message about the impact of adult education
- Peer review
- Deliver message orally or in writing

(handout)



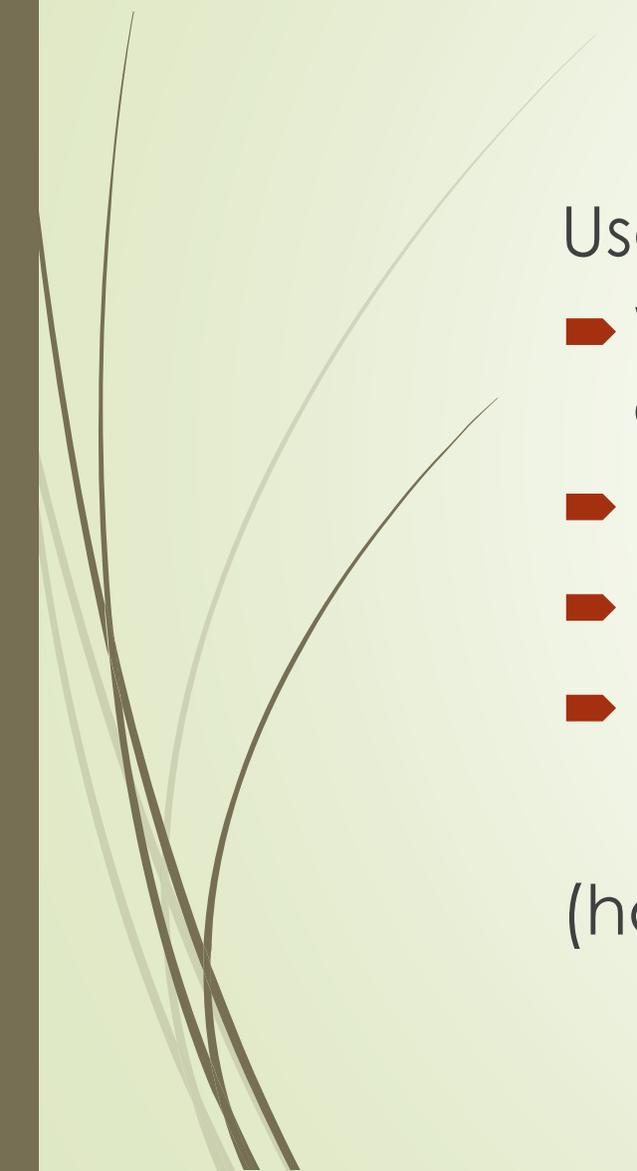


# Advocacy Lesson for ASE Learners

Use a warm-up discussion and prompt to

- Write a personal message about the impact of adult education on the learner
- Research to find audience's contact info
- Peer review editors
- Deliver message in writing

(handout)





# Activity

1. Create Groups
  - a. Lower ELL
  - b. Higher ELL/ ABE
  - c. ASE
2. Walk through the steps with your group
3. Using the framework or prompt, write a sample letter as a learner (individually or as a group)
4. Reflect, discuss, and report back
  - a. What's easy/ what's difficult?
  - b. Is ample time allowed?
  - c. Will learners think this is a worthwhile activity? Why or why not?
  - d. What ideas do you have that could improve or customize this lesson?
  - e. How would we use this in our classrooms?



# Resources

- ▶ Educate and Elevate link to campaigns link to senators/ reps at <http://cqcengage.com/coabe/home>
- ▶ <https://www.virginia.gov/services/whos-my-legislator/> or just Google “who’s my legislator Virginia” to find state and federal elected officials
- ▶ In 2020, VAACE will award an outstanding learner advocate with a cash prize! Stay tuned for more information.