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| <b>Time:</b>         | 1 hour               | <b>Setting:</b> | Workshop |
| <b>Lesson Title:</b> | Legislative          |                 |          |
| <b>Unit:</b>         | Regional Conferences |                 |          |
| <b>Audience:</b>     | Grange Youth         |                 |          |

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| <b>Realia (Tools, Equipment and Supplies):</b>  |                    |                       |                             |
| <ul style="list-style-type: none"> <li>Copies of worksheets</li> <li>Envelopes with lobbying topic and information</li> <li>Pens/Pencils</li> <li>Speakers</li> </ul>   |                    |                       |                             |
| <b>Setup:</b>   |                    |                       |                             |
| <ul style="list-style-type: none"> <li>Identify people to play legislators (adults) and brief them on their roles.</li> <li>Create envelopes.</li> <li>Move tables as necessary.</li> <li>Play music in the background</li> </ul> |                    |                       |                             |
| <b>Topics:</b>  | Dietary Guidelines | College Affordability | Infrastructure Minimum Wage |

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| <b>Interest Approach</b>  | <b>Estimated Time:</b> | <b>2 Minutes</b> |
| <p>Show video of Peterson Brothers.<br/>How does this relate to advocacy?<br/>Explain that advocacy is getting the word out about your issue.<br/>These brothers are just using an alternative form. We are going to focus on how to advocate through your local legislators.</p> |                        |                  |

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| <b>Discussion</b>   | <b>Estimated Time:</b> | <b>8 Minutes</b> |
| <p>Facilitator will discuss the Apathy Not Allowed Program.</p> <ul style="list-style-type: none"> <li>Facilitator will hand out workshop packet</li> <li>Facilitator will share tips to consider when advocating with legislators. She will add in other comments and examples as possible</li> </ul> <p>Participants can keep notes in provided packet.</p> |                        |                  |

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| <b>Roleplay</b>  | <b>Estimated Time:</b> | <b>40 Minutes</b> |
| <p><b>Demonstration</b><br/>Facilitators will demonstrate what their mock legislative meetings will look like.</p> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Facilitator will give directions for the activity.</li> <li>Break participants into groups of four with one legislator each.</li> <li>Participants will be given an envelope containing a topic to "lobby" for and basic background information. The group that one the introductory game will have first pick for their topic.</li> <li>Group members will work together to fill out their planning worksheet.</li> </ul> <p><b>Roleplay</b></p> <ul style="list-style-type: none"> <li>Group members will join legislator at the table.</li> <li>Participants will have 10 minutes to role play a legislative meeting.</li> <li>Facilitator will take notes and pictures about meeting.</li> </ul> <p><b>Reflection</b><br/>Groups will fill out question #9 of their worksheet individually.</p> |                        |                   |

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| <b>Conclusion</b>   | <b>Estimated Time:</b>   | <b>7 Minutes</b> |
| <i>Teaching Strategy / Materials</i>  | <i>Brief Content Outline</i>   |                  |
| <ul style="list-style-type: none"> <li>• <i>Individual groups will discuss their meetings. They will identify two positives and one negative of the meeting.</i></li> <li>• <i>Each group will share out to the rest of the group.</i></li> </ul> | What could you see yourself being willing to advocate? Go to the Hill, write a letter? |                  |

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| <b>Summarizing Strategy (Review)</b>   | <b>Estimated Time:</b> | <b>3 Minutes</b> |
| <ul style="list-style-type: none"> <li>• Facilitator will explain the John Trimble Legislative Achievement Award. <ul style="list-style-type: none"> <li>• Sapphire-Conduct a legislative workshop</li> <li>• Ruby-Go to Legislative Fly-In</li> </ul> </li> </ul> |                        |                  |
| <b>Assessing Strategy (Evaluation)</b>   |                        |                  |
| Listen to the examples given during reflection, gauge what the students have been saying and clarify any key points as needed.   |                        |                  |