


Lobbying for Change CARC Social Studies

Please note, all support materials are after the lesson plan template and begin on page 7. Each support page is linked in the lesson plan. Click on the red push pin () in each support page to return to the lesson plan template.

Grade Level	9	General Outcome	9.1 Students will demonstrate an understanding and appreciation of how Canada's political processes impact citizenship and identity in an attempt to meet the needs of all Canadians
Time Frame	Time will vary depending on activities used	Enduring Understanding (purpose of the lesson)	By the end of this task, students develop and implement a realistic and effective lobby plan for influencing government. This is a four part critical challenge. Each part can be used individually or as a whole.
Developed By	Mandy Reed and Lindsay Zimmer		
Critical Challenge/Big Idea	Create an effective lobby plan to affect change.		
Other Questions of Inquiry	What is the definition of lobbying? What is an effective lobby campaign?		
Values and Attitudes Outcomes	Knowledge and Understanding Outcomes	Skills and Processes Outcomes	
9.1.3 appreciate how emerging issues impact quality of life, citizenship and identity in Canada (C, I, PADM)	9.1.4 examine the structure of Canada's federal political system 9.1.4.7 How do lobby groups impact government decision making? (PADM, C)	develop skills of critical thinking and creative thinking 9.S.1.4 re-evaluate personal opinions to broaden understanding of a topic or an issue 9.S.1.5 generate creative ideas and strategies in individual and group activities	

		<p>demonstrate skills of decision making and problem solving 9.S.4.3 propose and apply new ideas and strategies, supported with facts and reasons, to contribute to problem solving and decision making</p> <p>□ 9.S.4.6 identify the appropriate materials and tools to use in order to accomplish a plan of action</p> <p>demonstrate skills of cooperation, conflict resolution and consensus building 9.S.5.2 demonstrate a positive attitude regarding the needs and perspectives of others</p> <p>apply the research process 9.S.7.3 develop a position supported by information gathered during research 9.S.7.4 draw conclusions based upon research and evidence</p> <p>demonstrate skills of oral, written and visual literacy 9.S.8.1 communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration 9.S.8.3 elicit, clarify and respond appropriately to questions, ideas and diverse points of view presented in discussions 9.S.8.4 make reasoned comments relating to the topic of discussion</p>
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Note: Many of the outcomes listed are not summatively assessed, but appear in the instructional pieces of the activities. Their numbers, therefore, do not appear in bold above.

Summative Assessment Strategies

Rubric for Effective Lobbying Plan.

**Introductory
Activity/
The Hook**

Activity 1: A Classroom Definition of Lobbying.

Did you know? The word lobbyist originated with President Ulysses S Grant, who liked to get out of the White House and often went to Washington's Willard Hotel for brandy and cigars. Anyone who wanted access to the President would know to find him in the lobby there. President Grant was the first to refer to these DC power brokers as lobbyists.

1. You may wish to refer to [Ten Reasons to Lobby for Your Cause](#) to provide your students with background information on Lobbying (see Resources section for information).

2. Teacher provides two examples of definitions of lobbying:

"Lobbying includes all attempts to influence legislators and officials, whether by other legislators, constituents or organized groups. Governments often define and regulate organized group lobbying." from - <http://en.wikipedia.org/wiki/Lobbying>

"Lobbying... means encouraging the adoption, defeat, or modification of laws or policies - at the local, national or even international level." – from <http://www.unitedagainstracism.org/pages/info21.htm>

To structure this activity, you may want to adapt the chart [Defining Terms](#) from the Learn Alberta Support Materials.

3. Present students with criteria for an effective definition:

- Clear
- Concise
- Informative
- Accurate

Using these criteria, students evaluate the teacher-provided definitions. In groups of three or four, students are to create their own a definition of lobbying. Students post definitions in room.

4. Groups circulate in a gallery walk and use the support document [Gallery Walk](#) to evaluate the definition that best meets the criteria. If a definition is missing an item, groups should note missing items.

The definition that best meets the criteria becomes the classroom definition and will be posted in room.

**Teaching/
Learning
Strategies and**

Activity 2: Judging Lobbying Methods

Activities

5. Show students several examples of lobbying material. Ensure there is an even mix of written, visual, active, and audio examples. Some samples can be found in the Resources section of this document.
6. Using the following criteria for effective lobbying method and the support document [Judging the Effectiveness of Lobbying Campaigns](#), students will evaluate the effectiveness of the lobbying examples.
 - Degree of impact (does it reach the stakeholders)
 - Convincing
 - Clear
 - Informative

Note: the document *Judging the Effectiveness of Lobbying Campaigns* can be easily altered to accommodate the analysis of the number of lobby campaigns appropriate for student readiness and time available.

7. When students have completed the rating, they must make a decision as to which method is the most effective based on the criteria.
8. Next, have the students create a judgment statement included on the support document [And the Winner is...](#) This document can be completed as a summative assessment, an exit card, or both.

Activity 3: Lobby Group Analysis

9. Show students several examples of lobbying plans. Ensure there is an even mix of written, visual, active, and audio examples. Some samples can be found in the Resources section below.
10. Students are to choose a lobby group and examine their lobbying plans, using the support document [Lobby Group Analysis](#) to determine:
 - Are they lobbying for change or no change?
 - Who are they lobbying?
 - What are their lobbying plans?
11. Once students have completed the support document [Lobby Group Analysis](#), have students evaluate the effectiveness of the lobbying plans using the criteria of an effective lobbying method by writing a self-reflection journal entry, outlining why the lobby campaign they selected is effective or ineffective.

Prompt: Reflect upon your lobby groups and their plans. Does it meet all criteria of an effective lobbying campaign? Provide evidence. What would make it more effective?

Activity 4: Creating a Lobbying Proposal

12. Assume the role of an employee who has been hired by the government to lobby for change to an existing policy/law that affects your community. Your task is to develop and implement a realistic and effective lobby plan for influencing government. Using the criteria for an effective lobby plan (Degree of impact, convincing, clear, informative), you must produce a plan for your lobby group and one example of product that puts your plan into action (i.e., TV commercial, letters, press release, billboard, etc...). Use the [Checklist for an Effective Lobbyist Plan](#) to ensure all elements are included and handed in.

Reflection:

Students complete [Reflection on Lobby Campaign: Self Assessment](#)

Resources

References from activities:

Independent Sector. (2008). *Ten reasons to lobby for your cause*. Retrieved June 5, 2011 from <http://www.mamhs.org/mamhs-new/pdfs/TenReasonstoLobby.pdf>.

Learn Alberta. (2008). *Support materials: defining terms*. Retrieved June 4, 2011 from http://www.learnalberta.ca/content/sssm/html/definingterms_sm.html.

Penal Reform International. *How to lobby*. UNITED for Intercultural Action. Retrieved June 5, 2011 from <http://www.unitedagainstracism.org/pages/info21.htm>

Wikipedia. (2011). *Lobbying*. Retrieved June 4, 2011 from <http://en.wikipedia.org/wiki/Lobbying>.

Search engine to find contact details of politicians and companies around the world and an automated lobbying service so you can contact them by mail, fax or email

Information for action <http://www.informaction.org/cgi-bin/gPage.pl?main=lobby.txt&menu=menu.txt>

Possible useful sites:

Voices of youth (2011) <http://www.voicesofyouth.org/en>

How to Lobby a Decision Maker <http://www.democracyeducation.net/LobbyDecisionmaker.pdf>

How to lobby government effectively <http://business.timesonline.co.uk/tol/business/management/article5083680.ece>

Examples of Lobbying Campaigns:

	<p>PETA http://www.peta2.com/outthere/o_ami_james_tattoo_image.html</p> <p>MADD http://video.google.ca/videoplay?docid=8693601632278175597</p> <p>Letter Writing Campaign http://globalresponse.org/grs.php?i=current</p> <p>This is a list of campaigns and 'hot' issues that the Canadian Labour Congress has been working on:</p> <p>Article on G8 Summit in Calgary http://www.hartford-hwp.com/archives/27d/061.html</p> <p>CBC Article on G8 Protests in Calgary http://www.cbc.ca/news/world/story/2005/07/06/g8-violence050706.html</p> <p>Greenpeace protest against Stelmach government and Oil Sands http://www.cbc.ca/news/canada/story/2008/04/24/stelmach-dinner.html?ref=rss</p> <p>Burmese Monk Sit-In Protest http://www.usatoday.com/news/world/2007-09-25-myanmar-monks_N.htm</p> <p>Boycott – Buy Nothing Day http://www.adbusters.org/campaigns/bnd</p> <p>TV/Radio Ads for Dangerous Driving http://www.speakuporelse.org/?page_id=55</p> <p>National Rifle Association Political Cartoons http://www.cagle.com/news/nra/nra3.asp</p> <p>National Rifle Association Website http://www.nraila.org/</p> <p>Canadian Labour Congress http://www.canadianlabour.ca/index.php/Buy_Union_Boycotts</p>
<p>Formative Assessment Strategies</p>	<p>These documents allow both the teacher and the student to gain feedback on the skills and knowledge of students. Lobby Group Analysis, Checklist for an Effective Lobbyist Plan</p>

Adapted from: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development
ISBN # 0-87120-313-8 (ppk)

Rubric for an Effective Lobbyist Plan 📌

Level Criteria	Excellent	Proficient	Adequate	Limited
Proposes and supports strategies (9.S.4.3, 9.S.7.3, 9.S.7.4)	Proposes insightful strategies supported by explicit evidence	Proposes thoughtful strategies supported by logical evidence	Proposes predictable strategies supported by reasonable evidence	Proposes trivial strategies supported by unsupported evidence
Communicates ideas (9.S.8.1)	Communicates ideas in a compelling and engaging way for the intended audience	Communicates ideas in an effective and interesting way for the intended audience	Communicates ideas in a straight-forward way and generally holds the attention of the intended audience	Communicates ideas in an ineffective way that does little to sustain the attention of the intended audience

Comments:

GALLERY WALK 
Examining the Definitions

CRITERIA	DEFINITION # _____		DEFINITION # _____		DEFINITION # _____		DEFINITION # _____	
CLEAR	MET	NOT YET MET	MET	NOT YET MET	MET	NOT YET MET	MET	NOT YET MET
CONCISE	MET	NOT YET MET	MET	NOT YET MET	MET	NOT YET MET	MET	NOT YET MET
ACCURATE	MET	NOT YET MET	MET	NOT YET MET	MET	NOT YET MET	MET	NOT YET MET
INFORMATIVE	MET	NOT YET MET	MET	NOT YET MET	MET	NOT YET MET	MET	NOT YET MET

CLASS DEFINITION

Judging the Effectiveness of a Lobbying Campaign

Campaign Name	Degree of impact	Convincing	Clear	Informative	Total	Rank
1	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
2	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
3	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
6	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
7	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
8	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
9	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
10	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
11	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
12	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
13	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
14	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
15	1 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		

Name
Date

And the Winner Is.....

The most effective lobby method is _____ because:

The first runner up is _____ because:

The second runner up is _____ because:

But I chose the first one as most effective because it is above the others in the following way:

Lobby Group Analysis

Lobby Group Name _____

What is the group lobbying for?

Is the group lobbying to change something, or to keep something the same?

Who is the group lobbying?

How are they lobbying?

Direct lobbying methods used?

Indirect lobbying methods used?

Checklist for an Effective Lobbyist Plan

Rubric row	Lobby Plan Criteria	Yes	Not Yet	Evidence (How I know . . .)
Proposes and supports strategies	Proposal demonstrates a high degree of impact on the intended stakeholders.			
	Clear: Plan is realistic and could be implemented.			
	Informative: Information is all relevant and accurate to the audience.			
Communicates ideas	Clear: Plan is clear, straightforward, and easy to understand.			
	Convincing: Information will reach a significant amount of the intended audience.			
	Convincing: Nearly all of the audience is motivated to join and support your cause.			

Reflection on Lobby Campaign: Self Assessment

1. Rate your Campaign:

On a scale of one to five, how would you rate each of the following criteria for your campaign? On the line below each criterion, indicate why you circled what you did.

Degree of Impact **1** **2** **3** **4** **5**

Convincing **1** **2** **3** **4** **5**

Clear **1** **2** **3** **4** **5**

Informative **1** **2** **3** **4** **5**

2. In your opinion, in what ways do you think your campaign would cause the government to change its policies?

3. Do you think the government would listen to your concerns? Why or why not?

4. What would the next step be in the implementing of your plan?