

Advocacy and Citizenship: Speaking Out For Others

Teacher's Guide

Module	Title	Start	End	Time
1	Integrity and Character	0:58	16:10	15:12
2	Honesty and Values	16:18	24:04:00	7:46
3	Lawyers and Advocacy	24:11:00	36:52:00	12:41
4	Students and Advocacy	36:59:00	40:19:00	3:20
5	Discrimination	40:25:00	53:33:00	13:08
6	Books That Changed Lives	53:40:00	58:07:00	4:27

Module I: Integrity and Character

Teacher Facilitation Guide

Program Overview

In this first program module, moderator, Sam Donaldson, introduces the guest panelists describing how each has advocated for what they believe is right. In the discussion that follows, panelists use their personal experiences to explore how advocacy and citizenship are affected by a person's integrity and character. Donaldson challenges panelists to identify why some advocates are able to persevere against great odds while others fail. Panelists discuss sources of courage and the strength needed to keep going and do the right thing even when the price to pay is high.

Viewing/Facilitation Strategies

Introduce the Pre-Viewing Activity to the entire class. After students do their quick-writes, allow time for them to share their ideas.

Review the profiles of the guest panelists and discuss each person's training and achievements. Discuss terms.

View Module I and if time allows, immediately break into groups for the collaborative discussion activity.

During a following class period, have the telecast available for review. Ask students to select a Curriculum Connections Activity to complete independently or with a partner.

Assign the research project as a class requirement or as an

Assign the research project as a class requirement or as an optional independent project.

ADVOCACY AND CITIZENSHIP

Module II: Honesty and Values

Teacher Facilitation Guide

Program Overview

The second program module focuses on the role of honesty and values in advocacy. Panelists describe specific examples when lying and cheating destroyed individuals' integrity and negatively affected those around them. Examples range from courtroom experts with falsified resumes to students who cheat on tests. The discussion explores how even for worthy causes, the end does not justify the means if it requires being dishonest. It presents the important principle that while we will all make mistakes, we must also have the moral strength to admit mistakes and change.

Viewing/Facilitation Strategies

Introduce the Pre-Viewing Activity to the entire class. After students complete their sketch pad activity, allow time for them to share their ideas.

Review the profiles of the guest panelists and discuss each person's training and achievements. Discuss terms.

View Module II and if time allows, immediately break into groups for the collaborative career web activity.

During a following class period, have the telecast available for review. Ask students to select a Curriculum Connections Activity to complete independently or with a partner.

Assign the research project as a class requirement or as an optional independent project.

ADVOCACY AND CITIZENSHIP

Module III: Lawyers and Advocacy

Program Overview

The third module focuses on lawyers and advocacy. Panelists discuss the role of an attorney in a criminal trial in determining a

discuss the role of an attorney in a criminal trial in determining a client's guilt or innocence. They explore our legal system's strengths and weaknesses in finding truth and justice through adversarial conflict in the courtroom. Examples are given that illustrate that our system is less than perfect. At times, courageous advocacy is called for to ensure justice is achieved. The discussion concludes with an exploration of personal choice and its role in determining personal behavior even if risks are involved.

Viewing/Facilitation Strategies

Introduce the Pre-Viewing Activity to the entire class. After students complete the Open Mind activity, allow time for them to share their ideas.

Review the profiles of the guest panelists and discuss each person's training and achievements. Discuss terms.

View Module III and if time allows, immediately break into groups for the collaborative discussion and debate.

During a following class period, have the telecast available for review. Ask students to select a Curriculum Connections Activity to complete independently or with a partner.

Assign the research project as a class requirement or as an optional independent project.

ADVOCACY AND CITIZENSHIP

Module IV: Students and Advocacy

Teacher Facilitation Guide

Program Overview

The fourth module focuses on students and advocacy. Panelists discuss the importance of student involvement in addressing the needs of people and communities. They reinforce how much young people have to give in spite of the fact that they have not yet finished their education. What they give, they will get back in wonderful ways that will make them better people. Students are challenged to share their talents and strengths with people who are less fortunate than themselves. They are reminded that they have more power than they think.

Viewing/Facilitation Strategies

Introduce the Pre-Viewing Activity to the entire class. After students complete the Advocacy Wheel activity, allow time for them to share their ideas.

Review the profiles of the guest panelists and discuss each person's training and achievements. Discuss terms.

View Module III and if time allows, immediately break into groups for the collaborative discussion and debate.

During a following class period, have the telecast available for review. Ask students to select a Curriculum Connections Activity to complete independently or with a partner.

Assign the research project as a class requirement or as an optional independent project.

ADVOCACY AND CITIZENSHIP

Module V: Discrimination

Teacher Facilitation Guide

Program Overview

The fifth module focuses on discrimination. Panelists share their views on the current effects of discrimination in our culture. While there have been gains, many remain token examples rather than deep societal change. There has been no magic fix and panelists urge students to look inward to do their share in breaking down stereotypes on which discrimination is built. Panelists explore programs and attitudes that promote a different way of treating each other and developing a common cultural vision that doesn't leave anyone out.

Viewing/Facilitation Strategies

Introduce the Pre-Viewing Activity to the entire class. After students complete the Cause/Effect activity, allow time for them to share their ideas.

Review the profiles of the guest panelists and discuss each person's training and achievements. Discuss terms.

View Module V and if time allows, immediately break into groups for the group activity.

During a following class period, have the telecast available for review. Ask students to select a Curriculum Connections Activity to complete independently or with a partner.

Assign the research project as a class requirement or as an optional independent project.

ADVOCACY AND CITIZENSHIP

Module VI: Books that Changed Lives

Teacher Facilitation Guide

Program Overview

The sixth module focuses on how learning, reading and books can change lives. Panelists reflect on what made a difference in their level of achievement, their choice of an advocacy career, and their lives in public service. Their reflections are diverse and offer students a variety of examples relate to as they think about their own lives. Dr. Carson shares the commitment and decisive action of his mother to change the path of her son from underachiever to reader and successful learner. Dr. Healy considers the gifts given and how they should not be taken for granted.

Viewing/Facilitation Strategies

Introduce the Pre-Viewing Activity to the entire class. After students complete the Brainstorming activity, allow time for them to share their ideas.

Review the profiles of the guest panelists and discuss each persons training and achievements. Discuss terms.

View Module V I and if time allows, immediately break into groups for the group activity.

During a following class period, have the telecast available for review. Ask students to select a Curriculum Connections Activity to complete independently or with a partner.

Assign the research project as a class requirement or as an optional independent project.

© 2000 American Academy of Achievement. All rights reserved.
Webmaster: webmaster@achievement.org
More Info: aainfo@achievement.org