

Civic Leadership Academy 2019
Lunch and Learn Workshop #1: Advocacy 101

GOAL: Students will define and identify types of advocacy in order to engage with an advocacy expert

I. Pre-workshop survey

II. What is an advocate (personal noun)?

Word map – group definition advocacy (noun) advocate (verb)

Definition: a person who speaks up or writes in support or defense of a person, cause, issue, etc. In general it means Taking Action for Change

III. Four types of advocacy

a. Self advocacy

Speaking up for oneself – (Getting insurance to cover a medicine you need)

b. Peer-advocacy

Speaking up for another person – (Speaking to school officials to get your child a tutor or extra help)

c. Systems-advocacy*

Working together to change something in a system (A neighborhood group coming together to prevent a marijuana shop from opening in their neighborhood. Students coming together to ask for more money for ESOL classes)

d. Legal advocacy

Using the court system to change a law. (A lawsuit to allow women in the military.)

In a pair—can you come up with other examples for each type from your own life or other examples you know? As you think of examples think of: What was the issue? What motivated a person or people to act for change? What was the result?

IV. Q&A with Vilma Zomosa

Introduction (Your name, where you are from, how long you have been in the U.S.) What was the issue that made you become an advocate? What motivated you to act for change? What does your advocacy look like? (National Alliance on Mental Illness)

What kinds of advocacy do you recognize in her story?

V. Post-workshop survey

VI. Next Lunch-and-Learn Workshop on February 28th—speaker TBD. 2 March sessions. Immigrants Day at the State House

VII. Hand –outs –Change Agent, MIRA priorities

Reflection: We had 8 students come (including 2 program alumni). The group was diverse in English level, country of origin and background. Heyem (Jordan-alum), Ebtisam (Jordan-Career Pathways), Ramata (Guinea –Hybrid), Jullia (Brazil-alum), Melvin (DR –Hybrid), ETTY (Brazil – L1), Adalidia (Guatemala –L1), Raquel (Costa Rica – Career Pathways). Students also had a mix of immigration statuses and live in different areas including Middleton, Lynn, Salem and Peabody.

Because they came from different classes, they were not accustomed to working together, which made them a little quiet.

Issues they identified as important to immigrant communities were: driver's licenses for undocumented immigrants, gender equality, affordable housing, allowing foreign educated immigrants an easier path to restart their career in U.S.