

LESSON
PLAN



LENGTH 30 minutes

- OBJECTIVES**
- ❖ Participants will learn about the Girls Count Act, and how advocacy played a part in its passage.
 - ❖ Participants will consider how the strategies used in advocating for the Girls Count Act can be used to advocate for other important issues.

- MATERIALS**
- Copies of the *Case Study: Girls Count Act* handout

PROCESS Provide participants with a copy of the *Case Study: Girls Count Act* handout. After reading the handout, ask participants to discuss the questions below.

Discussion Questions

1. The first time that the Girls Count Act was presented before Congress, it failed to pass; however, the organizations, politicians, and individuals who felt passionately about this issue worked even harder to ensure that it passed the next year. Not every advocacy action results in immediate change: what are some ways that you can stay encouraged to fight for an issue that you feel passionately about? How can you present your issue differently in order to inspire greater support?
2. Part of the reason that advocacy efforts for the Girls Count Act were so successful was because many different organizations were so successful was because many different organizations (especially the Catholic Church), politicians, and individuals came together for the same cause. When thinking about issues that you care about, what different groups already exist in your school, church, or community that could come together in support of a common issue? What about on a national level? An international level?