The reports in this volume are excerpted from the material required of each student team in the pilot of “Advocacy for Policy Change” (Legal Studies 161b) in Spring 2010. The assignments were designed to develop and demonstrate the students’ understanding of the issues and the advocacy process.

**Required Project Components**

**Storybook Assignment**
One of the most crucial components of the advocacy process is the sharing of personal stories. For this assignment, students were directed to connect with individuals impacted by their issues and collect their stories.

**Research Report**
The research report is an in-depth document containing facts and analysis of the bill or budget item studied.

**Elevator Speech**
A prepared advocate should be able to give someone a general idea of their issue and a plan of action within a few seconds – the time it takes to ride an elevator. Students were instructed to imagine riding in an elevator at the State House with a legislator or aide for this assignment.

**Letter to Legislator**
Another effective advocacy tool is the legislative letter. Persuasive and informative, it communicates constituent concern about a problem to policymakers.

**Script for an in-depth meeting with House Ways and Means staff**
For this assignment, students were to write up an accessible and personalized speech to be given in a 5-10 minute meeting with the chair of the House Ways and Means Committee.

**Campaign Journal**
The campaign journal was an opportunity for students to reflect upon at least two substantive meetings with coalition organizations or policymakers.

**Op-Ed**
The op-ed section of *The Boston Globe* presents a wide array of opinions from community members. Students wrote their own op-ed pieces, sharing their opinions on their advocacy issues in 750 words or less.

**Advocacy Video**
Using either original footage or existing YouTube films, students created a “media mash-up” to present their issues through video.

**Final oral presentation: “Present and Defend”**
Bringing everything together, on Friday, April 30th, 2010, students gave 15-20 minute oral presentations of their legislative advocacy projects.