

Performance Assessment Task

Lobbyist: Molding Public Perception

A group of citizens in Alberta would like the *Youth Criminal Justice Act* to more closely mirror the Criminal Code of Canada. Others believe there should be greater opportunities for rehabilitation for young people who have been in difficulty with the law. As a professional lobbyist, you are applying to work for one of the organizations that reflect your personal beliefs on this issue.

As part of your application process, you need to develop an action plan that you will present to the board of directors of your selected lobby group. Your action plan will outline how you will work with the media and influential members of Parliament to promote the message of the lobby group. Your goal is to convince the board of directors that you have the knowledge and skills required to help promote their message.

Your action plan should include

- background information that explains the purpose of the *Youth Criminal Justice Act*;
- specific strategies you will use to influence government decision making; and
- specific strategies you will use to involve the media in advancing the point of view of your lobby group.

You will also need to anticipate the arguments of lobbyists representing the opposite view point, and construct a defense to counteract those arguments.

Your action plan will include a written proposal along with any accompanying visuals you feel will help you create an effective presentation to the board of directors. You may wish to use presentation notes to support your oral presentation.



Rubric: Lobbyist: Molding Public Perception

Student _____

Level \ Criteria	Excellent	Proficient	Adequate	Limited *	Insufficient / Blank *
Explain the purpose of the <i>Youth Criminal Justice Act</i> (9.1.5.3)	Provides a comprehensive explanation of why the <i>Youth Criminal Justice Act</i> was implemented.	Provides a substantial explanation of why the <i>Youth Criminal Justice Act</i> was implemented.	Provides a basic explanation of why the <i>Youth Criminal Justice Act</i> was implemented.	Provides a superficial explanation of why the <i>Youth Criminal Justice Act</i> was implemented.	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
Identify strategies to influence politicians (9.1.4.7, 9.S.8.1)	Identifies purposeful strategies that would likely have a significant influence on politicians.	Identifies focused strategies that would likely have a substantial influence on politicians.	Identifies appropriate strategies that would likely have a reasonable influence on politicians.	Identifies questionable strategies that would likely have a little or no influence on politicians.	
Describe role of media (9.1.4.6, 9.S.9.1)	Develops an astute plan for involving the media to help advance the point of view.	Provides a credible plan for involving the media to help advance the point of view.	Provides a predictable plan for involving the media to help advance the point of view.	Provides a flawed plan for involving the media to help advance the point of view.	
Anticipate and counteract opposite point of view (9.S.1.2, 9.S.7.3)	Demonstrates a perceptive understanding of the opposite point of view and provides compelling counter arguments.	Demonstrates a thoughtful understanding of the opposite point of view and provides meaningful counter arguments.	Demonstrates a rudimentary understanding of the opposite point of view and provides plausible counter arguments.	Demonstrates a tenuous understanding of the opposite point of view and provides inconclusive counter arguments.	

* When work is judged to be limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.