

	Slide 1	<p>Intro, why work to Increase the number of informed voters</p> <p>While students arrive, hand out index cards to each student. On classroom projector pull up the LWVO website (https://www.lwvoakland.org/) Spend 3 minutes looking at events and pages of interest: 1. Current event, 2. The local electeds under resources and local menu, 3. On the Youth decide page: review the volunteer photos</p>
	Slide 2	<ol style="list-style-type: none"> 1. Walk a neighborhood and hang door hangers with info about the vote, register online, have gatherings to research the ballot and voting 2. Most are not populated until a few months before the election, earliest are Ballotpedia and League's website 3. The LWVO website has some of these under resources menu and local tab 4. Ask students for ideas Ask them to write now and then later after lesson
	Slide 3	<p>Ask students to share out the issues they wrote on their cards. Write the issues on the board or on poster paper. Highlight issues covered in coming election or in the last election whichever is more fresh in public's mind (examples could be: gun safety, homelessness, climate change, mental health and minimum wage)</p>
	Slide 4	<p>Discuss the info on slide and name laws that exist that are relevant to any of these issues, share ideas for laws that would be relevant to any of these issues. Help: as of 2024, Minimum wage: \$7.25 US, \$16.00 Cal, \$16.50 Oakland, \$18.67 Emeryville</p>
	Slide 5	<p>Ask students what should we look for in candidates? Explain that your school is in District ___ and that the City council member and the School Board director will be up for election next on ____. Discuss when your school's neighborhood California Senate seat and your area House of Representative seat is up for election. There are also State Assembly seats up for election. Explain Feds and State put propositions on the ballot, some to approve their work, some put there by petition, your city has measures and your county has measures.</p>
	Slide 6 Game	<p>The rules of the game are printed on the bottom of the notes for this slide show. Wrap up the game with: we learned we need to register and show up to make our power to vote count.</p>
	Slide 7 Pie chart	<p>This is what happened in 2016 when so many people thought their voice didn't count. Another way to look at it is: out of 227 people, 62 voted for Trump – 65 voted for Hillary – 100 didn't vote.</p> <p>If you don't vote - someone else gets to decide for you the laws that you live by. (note: the League has a position to dismantle the Electoral College, here is one link for information: https://www.lwv.org/opov)</p>
	Slide 8	<p>Of those who do not vote, many are young voters. The revolution belongs to the young and yet Why don't they vote?</p>
	Slide 9	<p>Each year the young could have a huge impact. People in power, who want more power, want to distract you from this fact. Do you know 18 year olds? We can help them get registered! As a bloc, the 18 to 38 year olds could control the election, women as a bloc could control the election. YOU have the power to change things. ¹</p>
	Slide 10	<p>Ask students to use the QR code to get some answers to the "HOWs" of steps to being a voter. And then discuss examples of ways students could create a voting culture: create posters, organize Voting fairs & competitions, walk the districts and post door hangers, track voting rates of cities & of schools. Discuss voter support</p>

¹ <https://skeptics.stackexchange.com/questions/55879/as-of-26-july-2023-will-four-million-us-citizens-turn-18-before-the-us>

		parties: where students could assign research, share it, discuss it, & then celebrate getting the ballots dropped in mail boxes or at the polling stations
	Slide 11	These 2 links will introduce students to the idea of making a voting plan and will allow them to interact with 2 sources of information, Vote411 and the Secretary of State. Remember to call out box 5 on the registration form, student can choose where to receive their mailed ballot, this may be relevant to making their post high school voting plan
	Slide 12	YelloPain video: https://www.youtube.com/watch?v=wMAlER1i-FM Note: this video often causes the district to block it, give yourself enough time to figure how to work around this delay. This video sets up a lesson for the importance of midterms and of electing lawmakers.
	Slide 13	Suggestion: have small groups use phones and get guidance from class to search the website for answers. (pairs?) Review answers and discuss what folks wo/documentation can do to be civically engaged. Provide your school address for the purpose of teaching the resource on the website (under resources menu and the local gov tab) but explain that the student's residence is the district and city rep they vote for.
	Slide 14	This is an example of a possible post election lesson: Get results (they are found on SOS site and the County publishes local results) In a primary it is educative to note that it is not a primary on measures and props that are decided. In 2024 for example we were able to call out prop 1: homeless, veterans, housing. County A (job notice) and B (recall laws brought into compliance with state) passed, City D passed by huge % (tax revenue may be used for city services) And then asked, who needs to follow these laws, the 35% that voted or 100% of the people?

	Slide 15	Info on LWVO youtube, House: Climate 21.00, Guns 43.10, County public safety 26.39
	Slide 16	Ballotpedia is a deep resource, this could be used as a lesson in the use of it.
	Slide 17&18	In pairs, find arguments for and against and the donations made in favor of either side. Discuss the importance of having enough money to pay for your point of view. What are students' thoughts on this issue?
	Slide 19	Using Ballotpedia, Vote 411 and League website In 3 groups have students collect info, who is running, what is the job? As to locals find the current electeds, when does this person leave office? What are the jobs of local lawmakers? Discuss the fact that no one has to vote the entire ballot.
	Slide 20	Discuss this list and if you have time, have students make a voting plan. And if not qualified to vote in the next election, make a plan to help others register and vote and consider making it clear to their peers and voters in the community what their priorities and values and needs are, so the neighborhood votes in favor of all their neighbors.
	Slide 21	Stop where ever we are and ask for exit tickets: 1. What did you learn today? 2. What will it take you to vote?

Who actually votes?

- Ask for 10 volunteers (or, if needed, draft them.) Give each volunteer a small piece of colored paper.
 - 4 people get green/3 people get pink/3 people get blue (you can use 3 different colors than these.)
 - On the color you use for 4 slips (green in this example) write on the slips a law issue that has been currently in the news, for example climate change, minimum wage, gun safety, school funding, public housing funding.
 - And include on 2 a student friendly vote, for example write, "I would vote to increase money for schools." And include 2 that are less friendly, for example write, "I would vote to allow \$0.00/hour as a minimum wage."

(You can use different colors, just remember to track throughout the lesson the color changes.)
- Tell the selected students (and the whole class) "You ten people represent all the people in California who are eligible to vote. You have the opportunity to make decisions that may affect the lives of all of us, whether on the national, state or local level."
 - There is power in your hands, because all ten of you are eligible to register and vote.
- But Wait! 3 of you are holding a pink slip of paper. That means you represent the almost 30% of eligible Californians who didn't register to vote in the last election. You didn't register so you can't use your power. Go ahead and sit down.
- So now there are only 7 people representing all of us. You 7 have more potential power in your hands!
- But—oh no!--3 of you just never got around to voting. You forgot, you got busy, who knows. Will those who have blue slips of paper please sit down. You didn't use your power.
- Who do we have left? There used to be 10 people, but there are only 4 still standing. Those 4 have the power of the original ten. When they register and they vote, their choices will have twice as much power as they would have if everyone had voted.

Have the 4 who are left read their voting message.
- When you do not register and you do not vote, you are giving your power away to someone else, someone who might have very different interests than you have. Don't give up the power of your vote.
- Let's give a hand to all students who stood up for us. Thanks for being part of this activity.