

Students plan and run their own campaign.

WOW!: Students present campaigns and perform election speeches.

People

[1-15] Citizen Teachers

[1-5] guests

1 Citizen Schools team leader

Materials provided

10-Week Plan

- 1 **Familiarize students with apprenticeship goals & introduction to government.**
- 2 **Students learn the basics of campaigning.**
- 3 **Introduction to media examples (good and bad). Introduction to campaign roles.**
- 4 **Assignment of campaign teams and students begin defining their campaigns.**
- 5 **Students outline their platforms.**
- 6 **Students make decisions about media efforts and campaign finances.**
- 7 **Students further outline of platform and write first draft of their speeches.**
- 8 **Students finish speeches and begin rehearsing.**
- 9 **Off-Campus elections at KKR Office.**
- 10 **Final Preparations for Community WOW!**



Lesson 1 – Getting Started & Introduction to Government

This lesson will get students acquainted with the goals of the apprenticeship, their Citizen Teachers, and how the experience will help them on their path to college and career success.

Lesson Objective(s)

- Students will be able to explain what they will do in their apprenticeship
- Students will be able to identify one skill they will develop that will help them later in life

Lesson Agenda	
20 MIN	Do Now & Introductions
10 MIN	Expectations and Review Agenda
10 MIN	Path to WOW
15 MIN	Activity 1: Mini-Lesson – Government and Me
30 MIN	Activity 2: Jeopardy Game Activity
5 MIN	Exit Ticket

Lesson Preparation

Space: Classroom

Groupings: Can be random but assigned seating is best

Standards for Unit

- Students will learn how to arrange their ideas and thoughts in an effective, positive way
- Students will practice how to communicate to different types of people and have confidence in their abilities in order to be successful for college and career success
- Students will develop strong oral communication and presentation skills over the course of this apprenticeship that will help them communicate effectively in high school, college, and in their future career path.

Connections

Students will connect their final projects to vital oral communication skills

Materials

1. Laptops
2. Chart Paper
3. Markers
4. Projector
5. Do Now Materials
6. Jeopardy Game Prep (can look online for templates)



Media and Journalism

(Apprenticeship Sector/School/Semester)

Running for Office Lesson

(Apprenticeship Name - Lesson Number)



Hook: Do Now

10 Min

Have students take a ballot sheet to vote on 4 different categories at stations around the room (example: favorite ice cream, favorite sport to watch, etc.)

Ritual: Introductions

10 Min

Students will:

- Come to the front
- Shake CT hands
- State name, grade and what they think they will learn in this apprenticeship

Intro to New Material: Expectations and Review Agenda 10 min

Objective(s)/Agenda: Have a student read the Expectations, Objectives and Agenda for the day from a poster, board, or PowerPoint presentation.

Classroom Expectations

- Entry Ticket
 - o Computers are stacked in the back
 - o Start Do Now
- Respect Citizen Teachers and peers
- Raise hand if you want to ask a question or contribute your opinion
- One person can use the bathroom pass at a time
- On task behavior - Three (√s) = Bonus Point
- Off task behavior - Three (√s) = Deduction/Detention
- Dismissal Procedure

Path to WOW

10 min

- Weeks 1+2: Introductions to Elections and Campaigns
- Weeks 3+4: Communicating Your Message and Campaign Nominations and Roles
- Weeks 5+6: Identifying Platform and Marketing
- Weeks 7+8: Speech Writing
- Week 9: Practice!
- Week 10: Off-Campus Elections at KKR Office
- Week 11: Prepare for Community WOW!
- March 23rd: Community WOW!



Closer Look!

Building a relationship with the kids as early on as you can will help the kids learn to trust you and it'll be easier to work with them. Show interest in their lives by asking them questions about themselves, school, likes/dislikes, etc.



Missing Parts...

Students might have a hard time taking in all of this at one time. It is probably best to remind them of the path to the WOW for a couple of weeks so they know where they are headed.



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Activity 1: Mini-Lesson – Government and Me

15 min

Brainstorm/Discussion:

- What is government?
- Why is it important?
- How does it impact your life?
- Why do we need government?
- What services does it provide?
- What would you change?
- What is democracy?
- How did it come about?
- What existed before democracy?

Activity 2: Jeopardy Game

30 min

Prepare a game of Jeopardy based on the information students have learned so far today. You can also add other politics-related trivia that students may or may not know to increase their investment in doing independent research/watching the news outside of class to keep up with the times!

✓ Assessment

5 Min

Teach Back/Exit Ticket: *Using an exit ticket or teach back:*

What is one skill this apprenticeship will help you develop, and how will that skill help you be successful in your life?

Future Plans:



Let students know if you will be taking any field trips to build student investment in the apprenticeship.

Take Note:



For the Jeopardy game, feel free to create any kind of trivia game to make it fun for the students to recall information that they learned today in teams.



Lesson 2- Campaigns and Issues

Students will be learning about the basics of campaigning and starting to think about the issues that they care about.

Lesson Objective(s)

- Answer the following questions about campaigns and issues:
 - o What is a campaign?
 - o What are the issues affecting America today?
 - o What are some issues affecting me today?
- Identify the top 3 issues that will define our student campaigns and how each party wants to solve those issues?

Lesson Agenda	
15 MIN	Do Now
5 MIN	Review expectations and agenda
15 MIN	Activity 1: Group Brainstorm & Worksheet: Campaigns and Issues
40 MIN	Activity 2: Campaigns, Issues & YOU Stations Activity
15 MIN	Group Share Out & Exit Ticket

Lesson Preparation

Space: Classroom

Standards for Unit

- *Students will learn how to arrange their ideas and thoughts in an effective, positive way*
- *Students will practice how to communicate to different types of people and have confidence in their abilities in order to be successful for college and career success*
- *Students will develop strong oral communication and presentation skills over the course of this apprenticeship that will help them communicate effectively in high school, college, and in their future career path.*

Connections

Students will connect their final projects to vital oral communication skills

Materials

7. Laptops
8. Projector
9. Sentence Filler Worksheet
10. Index Cards
11. Folders/Envelopes

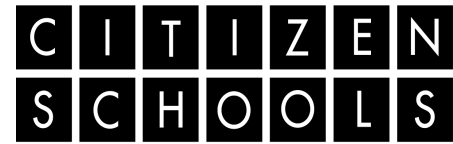


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Hook: Do Now

15 min

Create different word puzzles (crosswords, word searches, etc.) incorporating the vocabulary and concepts that students learned last week about different types of government



Objective(s)/Agenda:

5 min

Have a student read the Objectives and Agenda for the day from a poster, board, or PowerPoint presentation.

Intro to New Material/Activity 1:

Group Brainstorm: Campaigns and Issues

15 min

Direct Teach:

- If you were principal for a day, what would you do?
- Do you want to do something about these issues? You can run a campaign to get your message out!
 - o Overview of topics around Campaign/Issues
 - Intro/set framing
 - Campaign Manager
 - Message
 - Speech Writer
 - Media
 - Campaign Treasurer
 - o Sentence filler worksheet

Missing Parts...

Many of these activities are to help the students shape the framework about what it means to market themselves. It is important to emphasize that not everyone will be a candidate but as part of a campaign team, it is important to work as a team to stand behind the issues they will decide on later and do what it takes to get their candidate elected.

Activity 2: Campaigns, Issues & YOU Stations Activity

40 min

- Students will be traveling around the room in their assigned groups with their envelopes.
- Volunteers will be divided between 3 stations to lead a small group session on one of the below topics (7 minutes each)
- Volunteers will provide an index card and have students talk about and write down their responses to the questions.
- Students will collect their responses in their envelopes (stimulates an "outline" for their campaign speeches)



Take Note:

For the shareout later on, to overcome some students' shyness, preface this part of the lesson with "I know getting up in front of the class can be scary, but this is a safe space to share our ideas, and presentation skills are super important for success in high school, college, and careers. So let's all be sure to be supportive of each other as people take positive risks"



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Station One: Who Are YOU? How can people know who you are?

- Sample Questions:
 - Name?
 - Age?
 - Where do you live?
 - What do you like to do?
 - What are your dreams?

Station Two: What Do YOU care about? How can you get people to believe in what you want to accomplish?

- Sample Questions:
 - What issues do you care about? (Country, School, Neighborhood, etc.)
 - Why do you think others should care about them too?

Station Three: What role can YOU play? What strengths do you have and can contribute to my campaign team?

- Discuss and explain Campaign Roles
- Students talk about their preferences and why
- Students write down after discussing with Volunteers

✓ Assessment

15 Min

Group Share Out

Teach Back/Exit Ticket: Using an exit ticket:

What is something that you learned about someone else today that would make them more marketable as part of a campaign?



Lesson 3 – Media & Campaign Roles

In this lesson, students will be introduced to good and bad media examples. We will also deep dive into campaign roles and responsibilities.

Lesson Objective(s)

1. Talk about good/bad aspects of media
2. Identify and explain basics of campaign role
3. Apply for their preferred campaign role

Lesson Agenda	
10 MIN	Do Now and Ritual
7 MIN	Intro to New Material
8 MIN	Activity 1: Commercials
40 MIN	Activity 2: Campaign Role Stations
10 MIN	Share Out
5 MIN	Exit Ticket

Lesson Preparation

Space: Classroom
 Materials:

Standards for Unit

- *Students will learn how to arrange their ideas and thoughts in an effective, positive way*
- *Students will practice how to communicate to different types of people and have confidence in their abilities in order to be successful for college and career success*
- *Students will develop strong oral communication and presentation skills over the course of this apprenticeship that will help them communicate effectively in high school, college, and in their future career path.*

Connections

Students will connect their final projects to vital oral communication skills

Materials

12. Laptops
13. Projector
14. Campaign Applications

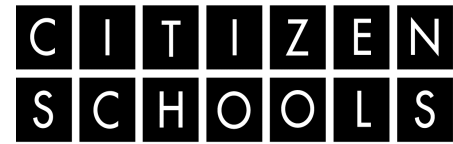


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Hook: Do Now

5 Min

Puzzle (relating to last week's lesson)

Debrief puzzle after 4 minutes.

Objective(s)/Agenda:

5 min

Have a student read the Objectives and Agenda for the day from a poster, board, or PowerPoint presentation.

Intro to New Material: Media Stations

7 min

Reminder – what is the purpose of a message?

- The message tells what the candidate cares about, why is he or she running and summarizes the candidate's views on a number of issues.
- Examples
 - o Obama – yes we can; change
 - o Romney – believe in America; Fight for America
- Publicity managers are in charge of spreading messages in a memorable way; most of all, they want their advertisements to be memorable; we're going to talk about what makes publicity effective
- Let's break up in to groups

Activity 1: Commercials

8 min

(Feel free to pick your own commercial: make sure CTs will have access to youtube/media sites)

- o <http://www.youtube.com/watch?v=NCRO0g9CfAw>
- o <http://www.youtube.com/watch?v=fEq9dXprZns>
- o <http://www.youtube.com/watch?v=EU-IBF8nwSY>
- o [Vinesh – choose two of the commercials and ask the students to discuss the merits of them](#)
- o [Are the commercials memorable? Why or why not?](#)
- o [Would the commercial make you vote for the candidate? Why or why not?](#)
- o [Some things to think about – catchy songs \(Kennedy ad\), talking about a record of successful action \(Obama / healthcare\), creating a vision for the future \(Reagan / "Morning in America"\)](#)
- o [What doesn't work well – is the ad unique \(Obama / Healthcare, not really\), is there enough content \(Kennedy\)](#)



Closer Look!

You can use websites like this to create do now puzzles:

www.discoveryeducation.com/free-puzzlemaker/?CFID=333953&CFTOKEN=77776416

CT Note:

Remember to create a sense of urgency with your pacing and timing!



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Speech clip (Feel free to use any clips you like)

<http://www.youtube.com/watch?v=1UV1fs8lAbg&feature=related> [start at 12:15 to 13:50]

Famous not just for WHAT he said, but HOW he said it

- o Audience –message is relatable to the audience
- o Body Posture –speaker is making eye contact
- o Forming message –speaker is clear, using real life examples and being very articulate with beautiful language to describe his points
- o Delivery –speaker is speaking slowly and articulating, and speaking with feeling
- o Content –speaker gets a few main points across; what is his main point?

Activity 2: Campaign Roles Stations [40 minutes/10-13 minutes each station]

- **Main Objective:** Deep dive into learning about the different campaign roles and how it fits into helping elect your candidate.
- **Instructions for CTs:** CTs will be leading each station and discuss each campaign roles with the group.
- **Rationale Reminder for Students:** Every role in the campaign is very important. Each station worksheet will be collected to be included in your campaign role application. Even if you know exactly what you want and are not interested in the others, you will NEED to learn about each role more in depth and fill out each worksheet fully to be given your preferences.
- **Please note:** Campaign Treasurer won't be a separate station but will be included as one of the campaign roles you can apply for.

Station 1 – Marketing Station: Students will be putting together some poster ideas, using the slogans they came up with last week

Station 2 – Candidate Station: Students develop a 30 second speech introducing themselves and the 3 main issues they would talk about if they were a candidate.

Station 3 – Campaign Manager Station: Students have to choose between 3 differing opinions they are receiving from their staff and explain why they picked it.

Missing Parts...



Instead of asking just “What did you notice about these clips?” you can give them things to look out for as they watch these clips.

Take Note:



Many students may want to be candidates but remember to emphasize that this apprenticeship is more than just being the candidate. It's about the team that is built on an idea and belief in a candidate and getting him/her elected to represent the student body. Everyone has an important role.



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✓ Assessment

5 Min

Teach Back/Exit Ticket: *Using an exit ticket or share out:*

1. *Identify two good and two bad aspects of media.*
2. *Identify and explain the basics of a campaign role.*
3. *Write a five sentence paragraph applying for your preferred campaign role. Include why you are the best person for the role.*



Lesson 4 – Communicating Your Message

In this lesson, students will find out their campaign teams and start defining their campaigns.

Lesson Objective(s)

- Students will know what their campaign roles are
- Students will finalize 3 main issues
- Students will come up with a slogan
- Students will start their financial planning

Lesson Agenda	
5 MIN	Do Now and Ritual
5 MIN	Review Expectations and Agenda
10 MIN	Activity 1: Brainstorm: Communicating Messages
35 MIN	Activity 2: Station Activity
30 MIN	Activity 3: Deep Dive: Speech Writing – the Issues
5 MIN	Exit Ticket

Lesson Preparation

Space: Classroom

Adults: In order for the stations to work today, you will need at least three to four adults (3 CTs plus one CS teacher). If you do not have enough adults to lead small group stations, you will need to restructure the instruction of new objectives in a large-group format, which will be less interactive and potentially less engaging to students.

Standards for Unit

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Connections

Students will connect their final projects to vital oral communication skills

Materials

- Smartboard stopwatch
- Attendance/Agenda Chart
- Masking tape
- Folders
- Student name plates
- Worksheets: Do Now, Stations, Speech writing
- Stations signs
- Swag (prizes)
- Seating Arrangement



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Hook: Do Now

5 Min

Announce the campaign teams!

Ritual: Review Expectations, Objectives, and Agenda

5 min

Have a student read the Objectives and Agenda for the day from a poster, board, or PowerPoint presentation.

Direct Teach: Note that there is no whole group explicit “direct teach” today. This is because students will be learning key messages while rotating throughout stations with their assigned CT. If you do not have enough CTs to lead each group, consider restructuring the content of today’s lesson to include a whole group direct teach of the day’s lesson objectives.

Activity 1: Brainstorm: What are some ways people communicate messages? (10 min)

- Possible answers: Posters, commercials, billboards, writing, speaking, books, magazines, flyers, postcards, graffiti, speeches, internet, websites etc.
- [To say to students] We are going to focus on making posters and writing speeches to communicate our campaigns’ messages.
- [To say to students] We are going to break up into our campaign groups. I am going to announce the groups and the candidate roles. Each group will visit different stations to work on:
 - i. Group Issues
 - ii. Group Slogan
 - iii. Group Finances
- Based on your small group work last week, we have confirmed your campaign groups and roles:
 - i. Group Candidate Aaron**
 - Campaign Manager: John
 - Speech Writer/Marketing Manager: Naisceeya
 - Treasurer: Noelia
 - ii. Group Candidate Kimberly**
 - Campaign Manager (includes Marketing/Speech Writer): Farjana
 - Campaign Treasurer: Derek



Take Note:

CTs should make a effort to get to know all the students but also be assigned to advise a group throughout the semester.

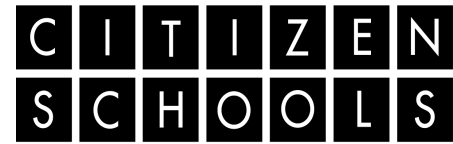


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iii. **Group Candidate Adriana**

- Campaign Manager (includes Marketing/Treasurer): Mario
- Speech Writing: Adriana
- Campaign Marketing Team: Angel and Andrew
- Marketing Manager: Jean Carlos?

Activity 2: Stations (10 minutes each)

35 min

- **Station 1: Group Issues**
 - i. **CT #1** will finalize 3 issues that the group wants to focus on in their WOW election speech.
- **Station 2: Group Slogan**
 - i. **CT #2** will help the students think of a slogan for their posters.
- **Station 3: Group Finances**
 - i. **CT #3** will help students figure out how they want to spend their \$2,000 budget.

II. **Deep Dive: The Issues – Speech Writing**

- One CT assigned per campaign group
 - i. Candidate #1: CT #1
 - ii. Candidate #2: CT #2
 - iii. Candidate #3: CT #3
- [To say to students] Role of speechwriter = take notes and next lesson will take time to put everything together
- **Activity Guideline:**
 - i. For each of the group's 3 main issues, answer the following questions:

✓ **Assessment**

5 Min

Teach Back/Exit Ticket: Using an exit ticket or share out:

What are the three issues you would focus on if you were running as a candidate?

Closer Look!



It will be useful, but not necessary, to create a guideline worksheet to lay out these instructions as just verbally saying it will not suffice.

Missing Parts...



This is practice for teamwork. The candidate will be the one ultimately saying the speech, but students can work together to form the ideas.



Lesson 5 – Defining Our Platforms

In this lesson, students, in their new campaign groups, will work on defining what their platforms will be about.

Lesson Objective(s)

- Identify their platform ideas
- Create speech outline
- Finalize their slogan

Lesson Agenda	
10 MIN	Do Now and Ritual
5 MIN	Campaign Role Distribution
20 MIN	Activity 1: Campaign Team Meeting
30 MIN	Activity 2: Campaign Role Stations
10 MIN	Exit Ticket

Lesson Preparation

Space: Classroom

Standards for Unit

- *Students will learn how to arrange their ideas and thoughts in an effective, positive way*
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Connections

This lesson provides another opportunity for students to practice their oral communication skills. Be sure to remind students that this is a life skill they will need to be successful in high school college, and beyond.

Materials

15. Laptops
16. Projector
17. Speech Outline worksheets



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Hook: Do Now

5 Min

Puzzle

Objective(s)/Agenda:

5 Min

Have a student read the Objectives and Agenda for the day from a poster, board, or PowerPoint presentation.



Closer Look!

Intro to New Material: Campaign Role Distribution

10 Min

Activity 1: Campaign Team Meeting

20 Min

- Discuss and agree on the 3 main issues for the campaign
- Discuss marketing strategy and agree on 1 main slogan

This lesson (and a couple after this) will start off with team meetings and then split into individual work time. They will still be working as a team, but on different things (i.e. marketing, speech, etc.)

Activity 2: Campaign Role Stations

30 Min

- Candidate
 - o Objective for the day: Write speech outline
- Campaign Manager
 - o Objective for the day: Write campaign to dos for Lessons #6, 7, 8 & 9 (use project planning outline)
- Marketing Manager
 - o Objective for the day: Start creating media ideas power point (to present at next team meeting)



Missing Parts...

The students may need lots of extra support around writing, so creating a speech outline with sentence starters would be helpful.

Share Out

Have a couple of groups share out their campaign slogans and explain how they connect to their group's platform ideas.



Take Note:

Be sure to set clear expectations around what students are doing during the work time.

✓ **Assessment**

5 Min

Teach Back/Exit Ticket: Using an exit ticket or share out:

1. Name one of your platform ideas.
2. What is your group's slogan?



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Campaign Role Stations

- Candidate/Speech Writing
 - o Speechwriting Outline
 - Candidate Introduction
 - Past experience
 - Issue 1
 - What's the issue
 - Evidence
 - What I would change
 - Past experience
 - Issue 2
 - What's the issue
 - Evidence
 - What I would change
 - Past experience
 - Issue 3
 - What's the issue
 - Evidence
 - What I would change
 - Past experience
 - Closing
- Campaign Manager
 - o Plan out campaign strategy
 - o Campaign Team Meeting #2 (4/5)
 - o Campaign Team Meeting #3 (4/19)
 - o Campaign Team Meeting #4 (4/26)
 - o Campaign Team Meeting #5 (5/3)
 - o Campaign Team Meeting #6 (5/10) (Off-Campus WOW)
- Marketing Manager/Treasurer
 - o Plan out marketing strategy
 - Which slogan?
 - What kind of media do we want?
 - Posters?
 - Flyers?
 - Postcards?
 - Buttons?
 - What is our budget?
 - When will we have posters up?



Lesson 6 – Media and Finance Strategies

This lesson involves student decision making around their media efforts and how they will divide their campaign finances in order to market their candidate.

Lesson Objective(s)

1. Identify their platform ideas
2. Finalize Speech outline
3. Choose vouchers for marketing campaign

Lesson Agenda	
15 MIN	Do Now plus Objectives/ Agenda
5 MIN	Intro to New Material: Overview of the CS Election Process
15 MIN	Activity 1: Media and Finance Strategy
15 MIN	Activity 2: Campaign Team Meeting
35 MIN	Independent Campaign Work Time
5 MIN	Exit Ticket

Lesson Preparation

Space: Classroom

Media: For the do now, you can use this website (<http://www.icivics.org/>) and direct students to play some election related video games. You must create log-ins for each student prior to class, to save time in class.

Connections

Understanding how to use media to promote one's ideas is a vital skill in the 21st century.

Standards for Unit

- *Students will learn how to arrange their ideas and thoughts in an effective, positive way*
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- *Students will develop strong oral communication and presentation skills over the course of this apprenticeship that will help them communicate effectively in high school, college, and in their future career path.*

Materials

18. Laptops (programs like iMovie)
19. Projector/Smartboard
20. Digital Cameras and/or Phones with high-quality cameras and/or laptop cameras
21. Icivics.org log-in information



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Hook: Do Now

15 Min

Have students log into this website to play some election related video games: www.icivics.org

5 Min

Objective(s)/Agenda: Have a student read the Objectives and Agenda for the day from a poster, board, or PowerPoint presentation.

Intro to New Material:

5 Min

How Our Election Will Work: What "X SCHOOL President & Campaign Team" will earn (example):

- Walk-through and observations of 3 classes, including during CS (at least one from each grade level)
- 30 minute Lunch-of-Choice Meeting with Principal and CS Campus Director to discuss the issues and concerns of the constituents

Activity 1: Campaign Role Stations: Media and Finances 15 Min

- Team Candidate Student #1: **CT #1**
- Team Candidate Student #2: **CT #2**
- Team Candidate Student #3: **CT #3**
- Team Candidate Student #4: **CT #4**

- Team Objectives:
 - o Team
 - Decide on how to split the finances for media
 - Use Vouchers
 - Your group has raised \$25,000 to spend on your campaign. How will you spend it?

Total Costs:

Show a campaign ad/iMovie on TV – \$2,500 for 1 video ad (limit 1)
 Give out campaign brochures to voters – \$1,000 for 10 brochures
 Create and give out flyers to voters – \$500 for 10 flyers
 Conduct a poll – \$1,500 per poll
 Create and put up a poster – \$500 per poster
 Pre-made Buttons - \$500 for 5 buttons



Closer Look!

Students will have the opportunity to think about how they want to use their campaign finances to promote their campaign. Encourage the students to think outside the box of what we have laid out for them here (i.e. if they have another idea that isn't listed, create a price for it!)



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Activity 2: Campaign Team Meeting

15 Min

Checklist – Where are we at?

- Discuss and agree on the 3 main issues for the campaign
- Discuss marketing strategy and agree on 1 main slogan

Independent Campaign Work Time

35 Min

- Candidate
 - o Objective for the day: Finish speech outline
- Campaign Manager
 - o Objective for the day: Update campaign to dos for Lessons #6, 7, 8 & 9 + work with marketing manager/support to start planning marketing strategy
- Marketing Manager
 - o Objective for the day: Start establishing marketing strategy
 - o Example:
 - Goals:
 - Create slogan poster (3)
 - Print and put up posters at GTP (20)
 - Do a poll of the student body on what they think about our 3 issues
 - Create 30 campaign flyers (10 for each grade)
 - Deadlines

Missing Parts...



Again, make sure students have clear expectations of what is expected of them during work time (everyone will be at different stages).

✓ Assessment

5 Min

Teach Back/Exit Ticket: Using an exit ticket or share out:

1. Identify three of your platform ideas.
2. On a scale of 1-10, 10 being SUPER confident, how confident do you feel about your campaign speech? Explain your score. What do you still need to work on?



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Lesson 7 – Speech Writing and Platform (continued)

This lesson will largely consist of group/individual work time, depending on where their groups are at and what they have planned for their media strategy.

Lesson Objective(s)

1. *Create first drafts (speeches)*
2. *Begin media creation*

Lesson Agenda	
10 MIN	Do Now
5 MIN	Review Election Process
30 MIN	Activity 1: Campaign Team Work Time Session I
5 MIN	Break
25 MIN	Activity 2: Campaign Team Work Time Session II
15 MIN	Exit Ticket

Lesson Preparation

Make sure you've touched base with your CS Campus Director and with the school principal to get approval on your election system. You don't want to share an election system with your kids that will later end up being amended once you've pitched it to school leadership.

Connections

Understanding how to use media to promote a product, idea, or business is a vital skill in the 21st century.

Standards for Unit

- *Students will learn how to arrange their ideas and thoughts in an effective, positive way*
- *Students will practice how to communicate to different types of people and have confidence in their abilities in order to be successful for college and career success*
- *Students will develop strong oral communication and presentation skills over the course of this apprenticeship that will help them communicate effectively in high school, college, and in their future career path.*

Materials

22. *Laptops*
23. *Marketing materials (posterboard, markers, scissors, glue, stencils, etc.)*

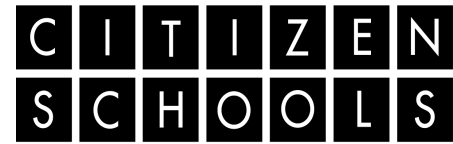


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Hook: Do Now

5 Min

Have students write the hook on an index card as they get settled in the classroom:

If you could create an election system, how do YOU think elections should work? Why?

Debrief, pulling the connections between their suggestions and what will actually take place during the elections (suggested breakdown suggested below):

Objectives/Agenda

5 Min

Have a student(s) read off the objectives and agenda. Highlight where you are in relation to your ten-week plan and how much time you have between now and WOW! to increase students' sense of urgency.

Election Overview

5 Min

KKR: Panel with Judging Rubric (awards and 25% of vote – considered the “board's” recommendation)

X SCHOOL: National Vote (75% of vote)

What “X SCHOOL President & Campaign Team” will earn:

- Walk-through and observations of 3 classes, including during CS (at least one from each grade level)
- 30 minute Lunch-of-Choice Meeting with SCHOOL PRINCIPAL and CS CAMPUS DIRECTOR to discuss the issues and concerns of the constituents

Campaign Team Work Time Session I

30 Min

- Team Objectives:

- o **Candidates:** Start outline or finish drafts
- o **Campaign Managers/Media Team:**
 - Use Vouchers to “buy” media materials
 - Your group has raised \$25,000 to spend on your campaign.
How will you spend it?

Total Costs:

Show a campaign ad/iMovie on TV – \$2,500 for 1 video ad (limit 1)

Give out campaign brochures to voters –

Tricks of the trade ...

*This election process was built with a certain school/partner involved. Feel free to establish a system more conducive to your situation. *Establish off of electoral college?*



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- \$1,000 for 10 brochures
Create and give out flyers to voters – \$500 for 10 flyers
Conduct a poll – \$1,500 per poll
Create and put up a poster – \$500 per poster
Pre-made Buttons - \$500 for 5 buttons

Campaign Team Break

5 Min

Campaign Team Work Time Session II

25 Min

- **Candidate**
 - o Objective for the day: Finish speech outline or draft
- **Campaign Manager**
 - o Objective for the day: Update campaign to dos for Lessons #6, 7, 8 & 9 + work with marketing manager/support to continue planning marketing strategy
- **Marketing Manager**
 - o Objective for the day: Continue establishing marketing strategy
 - o Example:
 - Goals:
 - Create slogan poster (3)
 - Print and put up posters at GTP (20)
 - Do a poll of the student body on what they think about our 3 issues
 - Create 30 campaign flyers (10 for each grade)
 - Deadlines

✓ Assessment

15 Min

Teach Back/Exit Ticket: *In small groups, each candidate must rehearse their draft so far and his/her team and advisor can provide feedback*

If time, students can complete a small self-assessment/reflection to share back their progress to date.

Missing Parts...



It could be a nice treat to get students a special snack for their break time. This time is broken up because students tend to get antsy after sitting or doing the same thing for a long time.

Take Note:



Take every opportunity to get the candidate to practice speaking!



Lesson 8 – Finish Speeches and Rehearsing!

Students should finish their speech drafts and have the opportunity to see themselves speak and incorporate feedback from their campaign teams and advisors.

Lesson Objective(s)

1. Create first drafts (speeches)
2. Continue media creation

Lesson Agenda	
15 MIN	Do Now and Update on Student/Group Progress
35 MIN	Campaign Team Work Time Session I: Last minute edits and media/marketing materials work
5 MIN	Break
30 MIN	Campaign Team Work Time Session II: Speech Rehearsal, Filming and Feedback
5 MIN	Exit Ticket

Lesson Preparation

Space: Classroom

Connections

Students will really dig into their 21st century oral communication skills in this lesson!

Standards for Unit

- Students will learn how to arrange their ideas and thoughts in an effective, positive way
- Students will practice how to communicate to different types of people and have confidence in their abilities in order to be successful for college and career success
- Students will develop strong oral communication and presentation skills over the course of this apprenticeship that will help them communicate effectively in high school, college, and in their future career path.

Materials

24. Laptops
25. Media/Marketing materials and supplies
26. Flipcams

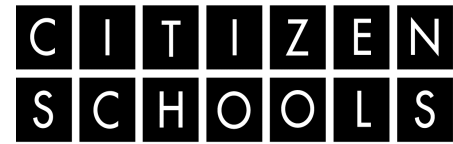


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Hook: Do Now, Update & Agenda for the Day

15 Min

CTs will give a "temperature" check on how each group is doing in regards to their progress to date; media/marketing materials and supplies will also be redistributed by group leaders at this time.

Checklist sample:

Before Monday, May 7th, the following MUST be completed:

Candidates

- Speech Outline
- Speech Rough Draft
- Speech Rehearsal with CT (video taped) & Edit suggestions
- Speech Editing
- Final Speech
- Final Speech Rehearsal **(by Thursday, May 7th)**
- Additional Rehearsals after May 7th with Ms. Chan

Campaign Manager/Media Manager

(Depending on your media purchases)

- Flyers (Digital Copy)
 - o Must be sent to Ms. Chan by **Thursday, May 3rd** to be printed
- Brochures (Digital Copy)
 - o Must be sent to Ms. Chan by **Thursday, May 3rd** to be printed
- Posters (Print Copy)
 - o Must be completed by **Monday, May 7th**
- TV Ad/Commercial/iMovie
 - o Must be filmed and ready to go by **Thursday, May 3rd**
- Polls
 - o Location: Cafeteria
 - o **Dates for you to pick from: Friday, April 30th, Friday, May 4th or Monday, May 7th**
 - o Must have some type of print material to show students (flyers, brochures, posters, or TV ad)

- o If you are planning on holding a poll, you **MUST** confirm with Ms. Chan which date so she can help set you up in the cafeteria.

Closer Look!

Giving the students a checklist is helpful for them to know where they stand and where they still need to go. This is just a sample.



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Campaign Team Work Time Session I

35 Min

Students can use this time for any last minute edits and media/marketing materials work. CTs must work directly with groups to help them create a reasonable action plan for the next 35 minutes, then stay close to ensure they stay on task.

Campaign Team Work Time Session II

30 Min

Students should use this time to rehearse their speech while being filmed. Peers and advisors will provide feedback and the playback of the candidate.

Assessment

5 Min

Teach Back/Exit Ticket: *Using an exit ticket or share out:*

What is one thing you are excited about and one thing you are worried about for your campaign?

Missing Parts...



Make sure you are circulating and asking the students how they are doing. Prompt them to think deeper about things and always give positive/improvement feedback so they can stay on top of their game.



Take Note:

Non-candidate students will ALSO be presenting during a gallery walk during the off-campus and Community WOWs. For example, in addition to promoting their candidate to the audience, the marketing director will also be explaining their strategy and answering any questions people have.



Lesson 9 – Final Preparations

In this lesson, students will have the opportunity to do a final practice of their speeches and finish any last minute media designing and creation.

Lesson Objective(s)

- Prepare for off-campus WOW!
- Practice public speaking

Lesson Agenda	
15 MIN	Do Now and Review Off-Campus WOW & Student Expectations
10 MIN	Campaign Team Meeting: Where are we at?
30 MIN	Campaign Team Work Time – Session I
5 MIN	Break
25 MIN	Campaign Team Work Time – Session II
5 MIN	Exit Ticket

Lesson Preparation

Space: Classroom

Connections

Students will really dig into their 21st century oral communication skills in this lesson!

Standards for Unit

- *Students will learn how to arrange their ideas and thoughts in an effective, positive way*
- *Students will practice how to communicate to different types of people and have confidence in their abilities in order to be successful for college and career success*
- *Students will develop strong oral communication and presentation skills over the course of this apprenticeship that will help them communicate effectively in high school, college, and in their future career path.*

Materials

27. Laptops
28. Worksheets for outlining talking points
29. Feedback sheets



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Hook: Do Now

15 Min

Have students write the hook on an index card as they get settled in the classroom:

How can strong public speaking skills help you be successful in your life?

- **WOW Expectations (Sample):**

- **KKR WOW: Thursday, May 10th, 4:30-5:30pm**
 - **Program:**
 - Program begins @ 4:30pm
 - Welcome & Introduction of Apprenticeship: Ms. Hume & Farjana (5 min)
 - Candidate Speeches and Q&A: Kimberly, Aaron, Adriana, Derek (20 min)
 - Campaign Trifolds Gallery Walk (15 min)
 - Final Judging & Closing Remarks: Mr. Maughn (5 min)
 - Mingling/Refreshments (15 min)
 - Students leave by 5:30/5:45pm
 - **Students need to have:**
 - Speeches memorized
 - Campaign Trifolds (please give any materials to Ms. Chan to include on your trifold)
 - Ready to answer passport questions
 - **Audience:** KKR Partners and Employees
- **Community WOW: Thursday, May 24th, 5:00-6:30pm**
 - **Students need to:**
 - Have media materials (posters, flyers, etc.)
 - Completed/Edited Campaign Trifolds
 - Be ready to market yourself (walk around and get people to vote!)
 - **Audience:** X SCHOOL students, family and community

Student Says ...

Students might be tempted to give up as the WOW! draws near, stating that they've "practiced enough." Remind students that even the best, most natura presenters spend hours upon hours rehearsing their presentations. As we know, "practice makes perfect" and in order to WOW! people during the elections, they are going to have to be practically perfect!



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Campaign Team Work Time Session I

30 Min

Students can use this time for any last minute edits and media/marketing materials work/creation.

Campaign Team Work Time Session II

25 Min

Students should use this time to rehearse their final speeches while being filmed. Peers and advisors will provide feedback and the playback of the candidate.

Assessment

5 Min

Teach Back/Exit Ticket: *Using an exit ticket or share out:*

What's one thing you can work on to make sure you are prepared for the WOW next week?



Take Note:

Non-candidate students will ALSO be presenting during a gallery walk during the off-campus and Community WOWs. For example, in addition to promoting their candidate to the audience, the marketing director will also be explaining their strategy and answering any questions people have.