

# ***BE ELECTION READY! LESSON PLANNING GUIDE***

How will you empower students to be election ready? Empowering students to be election ready means helping them understand why it is important to vote, helping them locate the resources to get informed, removing barriers to their access to vote, and helping them make a plan to vote.

## **1. What will be your Election-Ready learning objective?**

How can you connect voting to one or more of your existing course competencies?

**AND/  
OR**

How can you create a learning objective based on Learning Outcome #6?

## **2. How will this new objective be incorporated into your course?**

Extra credit

Independent course assignment

Course assignment as part of a class lecture

## **3. What tools will you utilize to teach this objective?**

Why is voting important? How will you make the connection to your course content?

How do I vote? How will you remove barriers to voting access?

How do I become an informed voter? How will you help students get informed?

When do I vote? How will you help students make a plan to vote?

## **4. How will you assess this objective?**

## 1. What will be your Election-Ready learning objective?

How can you connect voting to one or more of your existing course competencies?

How can you create a learning objective based on Learning Outcome #6?

- i. **Existing Course Competency:** Pick one of your course competencies (subject matter) and begin thinking: how can I explore a topic related to voting using this competency? What will I have students DO? Discuss? Analyze? Or?
- ii. **Learning Outcome #6:**
  1. **Example:** *Students will be able to create a strategy for fulfilling their civic responsibility to vote (or if ineligible, helping others vote) by first making the personal connection to why voting is important, then by learning about how to vote, and finally by making a plan to vote in the General Election.*

## 2. How will this objective be incorporated into your course?

Extra credit

Course assignment as part of an in-class lesson

Independent course assignment

- i. **Example:** *This lesson will be a required assignment as part of a 30-minute in-class lecture, followed by a 20-minute independent assignment and assessment in BBL.*

### 3. What tools will you utilize to teach this objective?

<b>3a. Why is voting important?</b> How will you make the connection to your course content?	<b>3b. How do I vote?</b> How will you remove barriers to voting access?	<b>3c. How do I become an informed voter?</b> How will you help students get informed?	<b>3d. When do I vote?</b> How will you help students make a plan to vote?
--	--	--	--



### 3a. Why is voting important? How will you make the connection to your course content? What will students DO with the content?

How are you making the connection for yourself?	Content application: Analyze, Discuss, or?	Why Vote? Tool (independent or facilitated?)	Students will attend an iCED Webinar	Students will attend an Engage Miami workshop	Have another tool or idea?
---	--	--	--------------------------------------	---	----------------------------

- ii. **Example:** For the Why Vote? Section of this lesson, I will be utilizing the Why Vote? worksheet as part of an in-class discussion that I will facilitate. I will supplement the worksheet with the “History of Voting” video. Students will reflect on the decisions elected officials make by answering the reflection questions on the Why Vote? Tool.
- iii. **What will students do in this section? Discuss, analyze, or?**
  1. **Example:** Based on learning outcome #6, students will discuss the Why Vote? Tool and write reflection answers to the discussion.

### 3b. How do I vote? Removing barriers to access.

Students will explore mdc.edu/vote	Be Election Ready! Worksheet (independent or facilitated?)	Students will attend an iCED Webinar	Students will attend an Engage Miami workshop	Have another tool or idea?
------------------------------------	--	--------------------------------------	---	----------------------------

### 3c. How do I become an informed voter?

Students will explore mdc.edu/vote	Be Election Ready! Worksheet (independent or facilitated?)	Students will attend an iCED Webinar	Students will attend an Engage Miami workshop	Have another tool or idea?
------------------------------------	--	--------------------------------------	---	----------------------------

### 3d. When do I vote? Make a plan to vote and help others vote.

Students will explore mdc.edu/vote	Be Election Ready! Worksheet (independent or facilitated?)	Students will attend an iCED Webinar	Students will attend an Engage Miami workshop	Have another tool or idea?
------------------------------------	--	--------------------------------------	---	----------------------------

- i. **Example:** I will use mdc.edu/vote. After the discussion, I will facilitate a demonstration of the mdc.edu/vote features, specifically going over the “Student Election Guide” section of the website (about 10 minutes). Then I will have students independently explore the website. Students will use the Be Election Ready! worksheet to guide their learning through the website. The worksheet will be an assignment students turn in for 5 points.

### 4. How will you assess that your objective was accomplished?

Be Election Ready! Quiz on Blackboard or Word document	Create your own simple survey	Have another tool or idea?
--	-------------------------------	----------------------------

- i. **Example:** The Be Election Ready! worksheet will also serve as my assessment.