

Engagement Activity



VIDEO SEGMENT TAKING ACTION, SHARING YOUR VIEWS

“I got involved in a local election and I supported a candidate. I passed out literature at a polling place and found that you really can’t underestimate the effect that a bit of information and a smile can have on a possible voter. And you don’t have to be eighteen to do that.”

—HIGH SCHOOL STUDENT

SOURCE OF QUOTE

Video Segment 3: Forum 2—*Professor Corrado Speaks with a Group of Students*

INSTRUCTIONS TO TEACHER

Two activities are provided below. Teachers may choose to do either or both. The first asks students to brainstorm activities they could engage in to influence how people might vote in an election. The second activity deals with creating a brief persuasive speech. Students are instructed to identify an issue that is important to them and create a thirty-second appeal to a prospective voter. Students may practice with a partner. Students may have a hard time keeping their speech to thirty seconds: this is where following the guidelines and practicing their speech will be important. It may be valuable to have students present their speeches to the class for constructive feedback. Please distribute copies of *Engagement Activity 5: Student Lesson*.

ACTIVITY 1 BRAINSTORM

Brainstorm activities that you believe have the capacity to influence the outcome of an election. List as many forms of political participation as you can (aside from casting a vote) which might influence the opinions and behavior of voters. Such activities should be legal, safe, and appropriate.

ACTIVITY 2 THE 30-SECOND POLITICAL SPEECH

- 1 Chose an issue that is important to you. Among the issues mentioned by high school students in other portions of this video are the following:

- Energy
- Education
- Poverty
- Health Care
- Immigration

You may choose one of these or an issue of your own.

- 2 Imagine you are supporting a candidate for political office who shares your concerns about this issue. Write a thirty-second speech that could be shared with a prospective voter. In your speech, you should do the following:
 - a politely introduce yourself
 - b inform a prospective voter about the issue in one or two sentences
 - c ask for their support of your candidate
 - d ask if they have any questions

Remember, this is a very short speech. Your goal is to catch the prospective voter’s attention in a friendly manner, provide them with information, and tell them how they can take action by voting for your candidate.

- 3 Role-play this speech with a partner.



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Focus Question



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Video Segment 3: *Forum 2—Professor Corrado Speaks with a Group of Students*

INSTRUCTIONS TO TEACHER

For this activity, we suggest using a small group discussion format. After viewing the video of *Forum 2: Professor Corrado Speaks with a Group of Students*, play the excerpted video segment containing the quotation cited above, located in the DVD main menu. Immediately following the video segment, a transcript of the quote will appear on the screen. You may pause or stop the DVD here. Distribute copies of the sheet *For Students: Focus Question 5*, located in the PDF folder in the DVD main menu. You may choose to distribute one copy for each student or one copy for each group.

FOCUS QUESTION

Can “a bit of information and a smile” from a person who is not old enough to vote have an impact on an election? Why or why not?

SUGGESTED ADDITIONAL DISCUSSION CONTENT

You may wish to supplement this question with the following:

- How might a young person be perceived differently than an older person by a prospective voter?
- What is more important, the “smile” or the “bit of information” in influencing a prospective voter? Explain.
- Why do you think the student in this video chose to become involved in an election in this way?



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(NOTE: If working in a group, a student should be chosen to take notes and summarize the comments, ideas, and responses of the students in your group.)

