

MEETING 3: CAMPAIGNS AND VOTING

Meeting 3

- ❖ Teambuilding
- ❖ Learn about the Electoral College and Instant Runoff Voting/Ranked Choice Voting
- ❖ Think about the type of information shared in a campaign
- ❖ Begin creating a Campaign video

Estimated Time: 3 hours

Materials Needed

1. Internet access
2. Computer(s) for videos and research (encourage delegates to bring their own if they have them)
3. Copies of handouts
4. Flipchart paper and pens
5. Campaign display materials identified in Activity 12 from Meeting 2

Something to think about during the meeting

- At the end of the meeting, you will be modeling giving compliments. Be sure to jot notes during the meeting when you see a contribution made by a delegate that you can compliment them on.

The meeting essentials

Elections

Campaigns

Activity 16: Teambuilding and Community Building (25 minutes)

Teambuilding activities in this Meeting will help students understand ‘generalization’ and consider the effects on collaboration and conflict. This is longer than previous Community Building activities but worth the extra time to help make this concept real and ready to apply in our group work. **“Generalizing” is the act of taking something we think we understand and making assumptions about other things that are unfamiliar based on what we think we already know.**

Step 1: Ask delegates to make a circle, take their shoes, and place them in the center of the circle. Now ask the group to organize the shoes according to the following:

1. Gender
2. Beauty (they may interpret beauty anyway they wish)
3. Position of power

Discuss:

1. How do you approach things you don’t understand?
2. How did it make you feel to have your shoes categorized in a certain way?
3. Did anyone disagree with how certain shoes were categorized?
4. What other ways could we have categorized the shoes? Why are there so many ways to categorize?
5. Were you aware of any cultural values surfacing in how the shoes were arranged? Do you think there may have been some ways we expressed our own bias even if it wasn’t vocalized?

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Step 2: Write on flipchart paper for all to see, “Snakes are harmful”. Ask the students to think about whether they agree or disagree with this statement. Now read the seven statements below to them:

1. Are all snakes harmful?
2. Are most snakes harmful?
3. Are many snakes harmful?
4. Are some snakes harmful?
5. Are a few snakes harmful?
6. Do you know about all snakes?
7. Is the statement “Snakes are harmful” true?

Discuss:

1. How many agreed with the statement at first? How many answered “no” to the last question? If you changed your mind, what made you do so?
2. What words can you add to the statement “Snakes are harmful” to make it more accurate?
3. What can you add to the statement to show that you do not know enough informational about snakes (e.g., “as far as I know,” “I’m not sure,” “in my experience”)?

Step 3: Handout **Generalizations Worksheet on Page 9**. Ask the delegates to follow the directions and work individually for a few minutes ranking each statement from “All or Almost All” to “Don’t Know.” After this, have delegates pair or group up to discuss and come to a consensus of the accuracy of each of the generalizations listed. Next, suggest they try to rewrite each statement using qualifying phrases like those suggested in the snake example so that each statement is more accurate. After a few minutes of group work, have delegates share their favorite qualified statement.

Reflect:

1. Have you ever heard anyone use a generalization to describe you or another person? Can you share what you heard? How does it feel when someone does that?
2. What happened when we used a generalization to describe snakes? Was the statement accurate? What happened when we used qualifiers to describe snakes?
3. When we discussed the statements on the worksheet, which statements were more difficult to evaluate- the statements about things or the statement about people?

Apply:

1. How might generalizations about people, political beliefs, or _____ affect our ability to collaborate positively, to discuss political issues civilly, or avoid conflict- at our county meetings AND at the KYG Conference in Olympia?
2. How would you complete the following sentences?
 - a. We should try not to use generalizations because _____
 - b. It is important to use qualified statements because _____

Activity 17: Group Agreement Check-In (5 minutes)

Do a check-in with your group agreement. Is there anything we would like to change? Have we included guidelines to help us address generalizations?

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Activity 18: Electoral College (45 minutes)

Engage with Questions

1. What is the Electoral College?
2. Why do we have it?

Review the following information from votesmart.org so you can answer questions that may come up during the discussion.

What is the Electoral College?

Summary:

Americans elect the President and Vice President through a method of indirect popular election. On the first Tuesday in November, voters cast their ballots for a presidential candidate. These votes actually count towards a group of electors who pledge to vote for a specific candidate in the Electoral College. The "Electoral College" is the group of citizens selected by the people to cast votes for President and Vice President.

The presidential/vice presidential pair who wins the popular vote in any given state receives all of the state's Electoral College votes. In the end, the winner of the race is the candidate who receives a majority (270 or more) of the 538 Electoral College votes. The results of the election aren't official until the President of the Senate counts the votes out loud at a special joint session of Congress held in early January.

In More Detail:

The [12th Amendment](#) outlines the process for electing the President. While some state laws regarding this process differ, the general method for electing the president is explained below.

- Before the November election, political parties in each state create lists of potential electors (generally active members of the party) who pledge to vote for the party's candidate in the Electoral College.
- A state's number of electoral votes equals the number of the state's Congressional delegation (2 Senators + the number of Representatives). The District of Columbia receives three electoral votes, according to the 23rd Amendment to the Constitution.
- On the first Tuesday after the first Monday in November, voters cast their ballots. These votes go towards a block of electors who, in turn, will vote for a certain presidential candidate. The winner of the popular vote in a state receives the state's entire number of Electoral College votes (except in Maine and Nebraska)
 - For example, if a Democratic presidential candidate receives the most votes in Texas, the 38 Democratic electors become the voting block representing the Lone Star State to the Electoral College. The Democratic presidential candidate receives 38 of the 538 total votes in the Electoral College from Texas. A candidate needs to collect at least 270 votes to win.
- Each state's block of electors (members of the winning candidate's party) assembles in their respective state capitol on December 17. At this meeting, the electors sign the "Certificate of Vote," which is sealed and delivered to the Office of the President of the United States Senate.
- A special joint session of the U.S. Congress convenes on January 6th. At this meeting, the President of the Senate reads the Certificates of Vote and declares the official winner.

Why do we have the Electoral College?

Electors were viewed as a compromise between a true popular election and an election by *more qualified* citizens. Some of the founders wondered if it would be wise to permit average citizens to vote but wanted to stay true to their republican principles. The Electoral College was their answer.

Because the system is written into the [Constitution](#), an amendment would be required to alter the process.

Like the [Senate](#), the Electoral College helps to distribute power away from the most populated areas of the US. California gets 55 votes compared to Wyoming's 3, but this divide would be much greater in a purely popular vote.

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Who are “Faithless Electors”?

A faithless elector is one who casts an electoral vote for someone other than the candidate they have pledged to elect. On 157 occasions, electors have cast their votes for president or vice president in a different manner than that prescribed by the legislature of the state they represent. Of those, 71 votes were changed because the original candidate died before the elector was able to cast a vote. Two votes were not cast at all when electors chose to abstain from casting their electoral vote for any candidate. The remaining 85 were changed by the elector's personal interest or perhaps by accident. Usually, the faithless electors act alone.

There are laws to punish faithless electors in 24 states. While no faithless elector has ever been punished, the constitutionality of state pledge laws was brought before the Supreme Court in 1952 (*Ray v. Blair*, 343 U.S. 214). The court upheld those laws that require electors to pledge to vote for the winning candidate, as well as remove electors who refuse to pledge. As stated in the ruling, electors are acting as a function of the state, not the federal government, and states have the right to govern their officers. The constitutionality of punishing an elector for actual faithlessness, however, has never been decided by the Supreme Court. In any event, a state may only punish a faithless elector after the fact; it has no power to change their vote.

Source: <https://votesmart.org/education/electoral-college>

Watch TVW's A Question of Faith: Washington's Electoral College (18 minutes)

<http://www.teachwithtvw.org/a-question-of-faith-washingtons-electoral-college/>

Debate

Divide the group into two teams “For the Electoral College” and “Against the Electoral College” and give them time (10 minutes) to research the topic, prepare arguments, and anticipate counterarguments to prepare rebuttals.

Debate format suggestion:

1. Opening statements (1-2 minutes each side)
2. Rebuttals (1-2 minutes each side)
3. Closing statements (1-2 minutes each side)

Reflect:

1. What did you learn about the electoral college that you did not know before?
2. If you were an elector, would you do what Levi did in the video and vote differently than the majority vote? Why or why not?

Activity 19: Instant Runoff Voting or Ranked Choice Voting (15 minutes)

The two videos have similar information presented in slightly different ways. Because this is such a new concept to many delegates, it might be helpful to show both as the different messaging may make sense to different people. They are both short videos.

View the FairVote.org presentations

1. Instant Runoff Voting (3 minutes): <https://www.youtube.com/watch?v=wqblOq8BmqM>
2. Ranked Choice Voting (3 minutes)
https://www.youtube.com/watch?time_continue=155&v=Rgo-eJ-D_s&feature=emb_logo

If you or the delegates are interested in more information on this topic, visit

https://www.fairvote.org/data_on_rcv#research_rcvcampaigncivility.

Delegates will have an opportunity to vote using IRV/RCV at the conference. Discuss the advantages and disadvantages of this voting method.

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Activity 20: Creating a Campaign Video (45 minutes)

Engage with Questions

- How has technology, and the internet specifically, influenced political campaigns?
- Remind delegates that other sources of media have had similar influences, such as radio for FDR's fireside chats and television for Kennedy's presidential race against Nixon. Tie these technologies into the internet.

As part of your campaign materials, your group is being asked to create a campaign video. Check with your delegates about their experience with creating videos or their desire to learn some new skills. Be prepared to be amazed at the number of students who have already created a video or are excited to try.

Here are some videos with suggestions on how to make a campaign video:

<https://www.youtube.com/watch?v=6gN4jNih4kw> (The first 2:30 has campaign video advice, the last half talk about how to use their product which is not necessary)

https://www.youtube.com/watch?v=rKo_OtBkTsQ (How to edit videos in iMovie)

Remember to adhere to all campaign finance laws and regulations when producing and promoting your political campaign video. Always maintain a positive and respectful tone in your messaging, and ensure that your video aligns with your campaign's core values and objectives.

Delegates may not finish the video during this meeting. Consider assigning work to be completed between meetings. The group may also want to think about using these ideas as they create their campaign display. In addition, while some people begin work on the video, others may want to work on other campaign materials.

Activity 21: Is that a Fact? (30 minutes)

Goal: Students will locate reliable sources and become informed voters who can separate fact from rhetoric.

Review the difference between fact and opinion. A fact can be proven as true while an opinion cannot be proven true or false.

During an election year, it can be hard to separate facts from opinions. Voters are bombarded by all kinds of information sources, including official voters' pamphlets, news articles, television and radio advertisements, speeches, debates, and the candidates' campaign media.

Remind delegates of what they learned about making generalizations. Point out that some sources use sophisticated rhetorical techniques to persuade voters, and these often rely on people making "gut-decisions" based on their own generalizations and stereotypes of others. Explore some of the most well-known rhetorical techniques:

- Bandwagon: The source makes it seem like "everyone" is doing something or supporting a particular candidate. Think of an ad with a crowd of people that says, "25,000 voters can't be wrong."
- Mud-slinging: The source focuses on making the other candidate look bad. For example, by listing failures or taking their quotes out of context. Handout **Daisy Girl ad on page 9**.

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- Identification/Emotional Appeal. Sources show candidates kissing babies, shaking hands with elderly voters, petting ponies on a farm, anything to make candidates seem like a regular, friendly person. Equally as effective is a candidate who stands “against” particular issues.
- 1. Have delegates look for examples of facts and opinions in candidates’ Voters’ Pamphlet statements. Got to <https://www.sos.wa.gov/elections/data-research/election-results-and-voters-pamphlets>. They can look at Voters’ Pamphlets all the way back to 1914 if they click on “Archived Results and Voters’ Pamphlet PDFs.” Beginning in 1980, the voter pamphlets began including candidate statements.
- 2. Now have the delegates look at the charts and graphics from **page 10**. It shows how the major sources of information have changed. Where can people go to get accurate information? Do voters perceive candidates and elections differently when they get their information from different sources?
 - a. These charts are based on data collected prior to the 2016 Election. How do you think things have changed recently?

Reflect:

1. Where would you go to get information about candidates and measures? How do you decide what information is reliable?
2. What voting materials, other than ballots, need to be translated for non-English speakers to register and cast an informed vote?

Source: <https://www.sos.wa.gov/assets/elections/voters'%20pamphlet%201932.pdf>

Activity 22: Business (5 minutes)

Time to check in on deadlines

1. Delegate and adult registrations completed by deadline listed in Coordinator packet
2. Candidate letter of intent, photo (.jpeg file) and campaign video YouTube link emailed by January 31st to kainoaeb@gmail.com.
3. If campaign work is to be done between this meeting and the next, make sure people know their assignments.

Activity 23: Closing and Compliments (10 minutes)

Move from complimenting the whole group to individuals now. Ideally, each delegate should receive a compliment from an adult. This can be done publicly or privately. Publicly has value as the delegate is recognized in front of their peers, which adds additional recognition. You also model for them how this is done. Privately could be a note or email and have more detail as to what you are recognizing. In either case, remember to focus on the person’s character or qualities exhibited by the person and not just things they do. The best compliments are those that point out someone’s awesome achievements or personal qualities. Complimenting people on something they have worked on means more than complimenting the person on something they have nothing to do with, like the color of their eyes.

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How to Give a Great Compliment

By Valorie Burton *Author and Motivational Speaker*

I want to encourage you to give a great compliment. It can revolutionize how people feel about you because when a compliment is given well, it touches the core of who that person is. It affirms the best aspects of who they are and what they are made of. A powerful compliment is a gift you give to others - a way of expressing gratitude and good will in the world.

Instead of simply, "Good job on that project," tell them how their contribution to the project made it better - something like, "Your hard work really shined through. It's obvious you've been at this a long time." Rather than, "That's a nice shirt," be specific about what it is about the shirt that makes it nice on that person. For example, "The color of that shirt really compliments your brown eyes."

A great compliment is about acknowledging the positives about another person. Acknowledgment is powerful because so often, good things go unacknowledged. We can become experts at pointing out what is wrong with something or someone while taking for granted what is right.

Here are four simple guidelines for giving a powerful compliment:

1. **Be specific.**

Memorable compliments are specific. Do not be vague when you give a compliment. Notice what it is that compelled you to want to give the compliment in the first place, and then articulate it to the person.

2. **Acknowledge their character.**

When complimenting an accomplishment, do not just acknowledge what the person did. Acknowledge who they had to be in order to accomplish it. In other words, what did it take them to make it happen? Point to a person's character traits, such as perseverance, kindness, thoughtfulness, loyalty, humor, calmness, creativity or courage. For example, "It took a lot of courage for you to speak up like that" or "You are so creative. I love the way you put together your outfit."

3. **Be authentic.**

If you do not really mean the compliment, do not give it. Everyone has some character strength or gift worthy of acknowledgment. Make a habit of finding the good in others. Sometimes you may be the only person to point it out, and your authentic compliment will be an extraordinary gift for that person because they rarely hear something positive about themselves from others.

4. **Express your appreciation.**

When complimenting someone about something they did that benefitted you, be direct in your praise. "It meant a lot to me that ..." or "I appreciate you for ..." for example. You might assume that the people in your life know you appreciate them, but do not leave them wondering. Say so.

From: http://www.cbn.com/finance/burton_compliment.aspx?option=print

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Generalization Worksheet

Directions:

Read each of statements 1-10 carefully. For each statement, ask yourself questions like the examples below and put a check in the appropriate column to indicate which column best applies to each statement. Then, use the space below each statement to rewrite the sentence using qualifying words (e.g., most baseballs are white or some baseballs are white) or phrases to make the statement more accurate.

- Are all (or almost all) baseballs white?
- Are some baseballs white?
- Are most baseballs white?
- Are few baseballs white?

	All or almost all	Most	Many	Some	Few	Don't know
1. Baseballs are white.						
Qualified Statement:						
2. Elephants are strong.						
Qualified Statement:						
3. Fish have gills.						
Qualified Statement:						
4. Spiders are poisonous.						
Qualified Statement:						
5. Candy is bad for your teeth.						
Qualified Statement:						
6. Babies cry.						
Qualified Statement:						
7. Politicians are dishonest.						
Qualified Statement:						
8. Teachers are smarter than children.						
Qualified Statement:						
9. People who are quiet are shy.						
Qualified Statement:						
10. Poor people are lazy.						
Qualified Statement:						

Adapted from Building Bridges: A Peace Corps Classroom Guide to Cross-Cultural Understanding. Washington, DC: Peace Corps Worldwide Schools. Retrieved February 14, 2014, from <http://www.peacecorps.gov/www/publications/bridges/>

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"Daisy Girl" Political Ad Still Haunting 50 Years Later

USA Today — September 7, 2014 by Dan Nowicki

Fifty years on, the most famous, or notorious, political attack ad in U.S. history hasn't lost its explosive punch.

For nearly 30 seconds, a freckled, brown-eyed girl — unmistakably a redhead even though the scene is in black and white — counts as she plucks petals from a daisy on an idyllic day.

When she gets to 10, a chilling voice-over countdown begins. The frame freezes and the camera zooms into a close-up of the child's eye. As the countdown hits zero, a nuclear bomb detonates with a mushroom cloud.

"These are the stakes," says President Lyndon Johnson. "To make a world in which all of God's children can live, or to go into the dark. We must either love each other, or we must die."

A narrator implores voters to support Johnson on Election Day: "The stakes are too high for you to stay home."

Johnson's 1964 Republican opponent was never mentioned by name, but the target was clear: conservative Sen. Barry Goldwater of Arizona, who had been in the news for controversial comments about atomic warfare and held an uncompromising stance toward the Soviet Union and communism.

The 60-second spot was broadcast only once on Sept. 7, 1964. Unsuspecting viewers had never seen anything like it, and the outcry was immediate.

Goldwater and his fellow Republicans were furious at what they saw as unprecedented scaremongering in a presidential campaign.

Decades later, Goldwater supporters still nurse grudges over the commercial and respond angrily when it's mentioned, even though it is a stretch to say, as some critics maintain, that the ad derailed the Arizonan's always-slim chances of defeating Johnson so soon after President John F. Kennedy's assassination.

"You have to remember it was only two years after the Cuban Missile Crisis, when we came very close to nuclear destruction," said Larry Sabato, director of the University of Virginia's Center for Politics and the co-producer of an upcoming PBS documentary tentatively titled "Bombs Away: LBJ, Goldwater and the 1964 Campaign That Changed It All."

"To see a little girl explode into a mushroom cloud really touched people's deepest fears about the nuclear age."

Now considered a classic that continues to be studied, debated and imitated, the ad was produced by the "Mad Men"-era New York agency Doyle Dane Bernbach.

DDB became the first firm to apply creative Madison Avenue principles to political advertising, which up to then had been characterized largely by predictable talking heads and reserved messaging tactics.

Although the "Daisy" ad was not the first political attack ad, it is credited, or blamed, for helping usher in relentless negativity in campaigning.

"This was something entirely new in American politics," said Robert Mann, a professor of mass communication at Louisiana State University and the author of the 2011 book "Daisy Petals and Mushroom Clouds: LBJ, Barry Goldwater, and the Ad That Changed American Politics."

"This was a campaign that gave creative control to an ad firm, which is something that had not happened very often," he said. "By and large, up to that point, the campaigns told the ad firms, 'Here's what we want you to do.' It was all pretty staid and fact-based and appealing to reason. Certainly not to emotion..."

John Geer, a professor of political science at Vanderbilt University and an expert on negative political ads, said the "Daisy" commercial is probably better known today than it was in 1964.

The spot was clever in its economical use of dialogue and ability to indict Goldwater as a dangerous choice without using his name, he said.

"It absolutely was cutting-edge for its time," said Geer. "And remains the standard for subtlety because attack ads tend to be meat axes," he said, while the "Daisy" ad "uses a stiletto."

Goldwater also compared the "Daisy" ad to a knifing, even though the Democrats ran it only once.

"Why just once? Why not a dozen times?" Goldwater would write in a 1988 memoir. "The answer is that if you stab a man in the back deeply enough once, you can murder him."

Known for his candor, Goldwater was haunted by his own words. The public record was full of his statements that contributed to a perception that maybe his finger shouldn't be on the nation's nuclear button.

At a time when Cold War tensions between the United States and the Soviet Union were high, Goldwater joked about lobbing a nuclear missile into "the men's room" of the Kremlin. He defended, at least in theory, the use of low-yield tactical nuclear weapons in Vietnam, and drew intense criticism for suggesting that he would give NATO "commanders" the authority to use nuclear weapons in

the case of an emergency.

America was on edge, and Goldwater's comments about nuclear weapons "just frightened the hell out of everybody," said Sid Myers, the DDB senior art director who collaborated on the "Daisy" ad.

Lloyd Wright, the Democratic National Committee's media coordinator, was in the room when Johnson screened the ad at the White House in advance of its airing. Everybody was taken aback by "the sheer power" of the "Daisy" ad, Wright recalled.

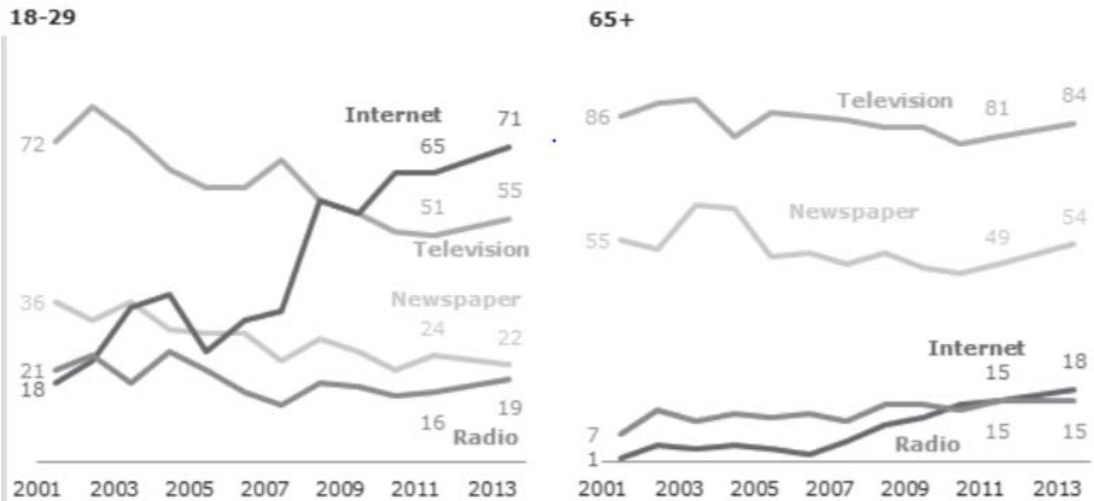
"It was so powerful that the reaction was so enormous and impactful that all three networks ran it in their newscasts the next two or three nights," Wright recalled. "It did its job, we thought, and we didn't need to spend more money to buy more time when it was getting free play."



"We must either love each other, or we must die."

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Main Source for National and International News



PEW RESEARCH CENTER July 17-21, 2013. Respondents were allowed to name up to two sources. Q46 & Q47.

