**8/16/24 High School Lunch and Learn Outline**

1. **Welcome**
2. **OSS Programs** in schools (with great partners) are flexible and customizable.
	1. Designed using best practices/ with purpose
	2. WELL aware of individual needs, constraints, curricula, and personal preferences
	3. We have resources for every program, and are working on new and improved every year
	4. Let us know how we can help, including getting you help
3. **TODAY:** Three Programs, and Tips for Success): Pauses for Questions (or by need to clarify)
	1. Youth Day at the Capitol (YDAC), 2/25/25 [www.sos.state.mn.us/elections-voting/get-involved/youth-day-at-the-capitol/](http://www.sos.state.mn.us/elections-voting/get-involved/youth-day-at-the-capitol/)
	2. National Voter Registration Day (NVRD) in MN High Schools, 9/17/24 <https://www.lwvmn.org/nvrd>
	3. Students Voting: THE Minnesota Statewide K-12 Mock Election, 11/5/24 [www.sos.state.mn.us/elections-voting/get-involved/students-voting-statewide-mock-election/](http://www.sos.state.mn.us/elections-voting/get-involved/students-voting-statewide-mock-election/)
4. **Youth Day at The Capitol (YDAC) [Day program, on site in Saint Paul, 8:45 a.m.-3 p.m.)**
	1. 600 youth, advocacy training (NO issue-provided), legislator meetings, speakers, Rotunda activities
	2. TIPS FOR SUCCESS:
		1. Limited space; first come, first reserved
		2. Don’t sign up until you know you can go (permissions; transportations; schedule)
		3. Book your bus and deal with permission slips, lunches etc. IN THE FALL
		4. Prep is key! We send logistics emails, but YOU help students understand before YDAC:
			1. Purpose, goals, schedule, and process of the event
			2. How does representative government work?
			3. What are issues? How does each person develop their positions?
				1. Get to know yourself! (Ask, “What do I think and how do I feel about that?”)
				2. Constantly compare choices against your beliefs
				3. Be open to hear why others believe what they do (including differently); it will reinforce your beliefs, challenge them, or generate questions. (ALL GREAT!)
			4. What issue would I like to speak about with my state representatives?
				1. Share where you stand
				2. Request action
				3. Ask questions
5. **NVRD in MN High Schools** (Virtual, so based at your school. Live ~8:20 and 9:25 a.m.. Recorded.)
	1. 30-minute program in two parts
		1. Preregistration Pep Rally, SHORT speakers from around the state, students, faculty, SOS
		2. Live (pre)registration with walkthrough on screen (Students’ phones, tablets, laptops)
			1. Not eligible? Not participating? Get to see others engaged, experience the process
	2. TIPS FOR SUCCESS:
		1. So easy! Minimal prep required, but lots of great prep (and post) discussions possible.
			1. Power of your voice in a democratic republic
			2. Discovering what you believe and them election candidates who share your beliefs
			3. Discussing why there is so much tension out there around elections and issues, AND discuss and practice ways to have respectful conversations and [be curious](https://www.youtube.com/watch?v=i_FofLSherM).
		2. Let students know that pre-registration has been shown to boost two things:
			1. Engagement with issues and elections before they at voting eligible
			2. Voting rates when they become eligible (The big rate difference between young and old is NOT in turnout of registered voters, it is percentage who register!)
		3. Tell them (20 times) that they will need:
			1. Their own name and home address, including zip code, and date of birth
			2. Either a state ID number (driver’s license or permit or state ID) or last 4 digits of their Social Security Number
			3. That’s it!
		4. If you want, share what the form looks like ahead of time: <https://www.sos.state.mn.us/elections-voting/get-involved/online-pre-registration-or-registration-form-page-by-page/>
		5. Connect them:
			1. Students around the room who are pre-registering will be an example (a seed planted) for those not able (eligible) or interested in pre-registering right then. (And, they will see how quick and easy the process is.)
			2. Students around the school and around the state are having these same discussions and preregistering at the same time. Minnesota has the highest or one of the highest rates of voter turnout in the country, and it starts with this.
		6. Capitalize on it; current events, history discussions, and issue explorations of all kinds can be brought back to:
			1. What is this about?
			2. What are the stakes/possible outcomes?
			3. What does it make you think and feel?
			4. Where do you stand?
		7. Connect NVRD Event to Students Voting and practicing voting (SHAMELESS PLUG)
6. **Student Voting** (School based, paper ballots, real voting experience, connection to real life)
	1. CIRCLE Study shows learning the voting process early increasing voting when eligible
	2. Customize: teach and vote only the offices YOU want
	3. Resources, sample ballot PDF, stickers, ballot boxes, ‘voting booth’ privacy screens
	4. Post-game dashboard to compare your school to ‘real election’ AND other schools
	5. What else do YOU want to teach? (What do I believe? Researching candidates. Issues and developing your stances. ETC. )
	6. TIPS FOR SUCCESS:
		1. The more that the students of this generation become knowledgeable and comfortable with something new to them, the more likely they are to do it/participate/try it out. It doesn’t convince them, it removes barriers. IT’S OKAY TO TELL THEM YOU KNOW THAT.
		2. Don’t embrace the tension and vitriol, but take opportunities in spite of it:
			1. Acknowledge it
			2. Ask students if they like or dislike it, and ask why
			3. Ask if there are alternatives (this is the next generation of voters, Thanksgiving Dinner Conversationalists, office holders, etc.
			4. Teach and practice another way:
				1. Don’t like ‘politics?” Ignore parties and look at issues.
				2. EVERY vote is individual. Cross parties, cross issues; be true to yourself.
				3. [BE CURIOUS, NOT JUDGEMENTAL](https://www.youtube.com/watch?v=i_FofLSherM).
				4. Partner:

League of Women Voters

Braver Angels

Majority in the Middle

Respectful Conversations in Schools (Center for Youth Voice)

?

* + 1. Customize!
			1. Students Voting is a tool for you to use, not a sacred program
			2. The larger the scope in a school, the stronger the lesson (think [DEAR](https://www.ala.org/aasl/advocacy/promo/dear))
			3. Organizing:
				1. One voting time in every classroom as a polling place (student election judges, class rosters)
				2. Central polling place (Run like school pictures. Same schedule?)
			4. When can they vote in class outside of the election? (modeling, even if advisory)
			5. Share and teach what the ballot is and looks like, but explore in depth and vote on only the offices you choose (what is doable, appropriate, etc.)
			6. The experience and the connection of the individual to the larger system is key
				1. Reporting results is quick and easy
				2. Comparisons are powerful!

Student to Students (teach/remind Secret Ballot)

Student to school

Student to ‘real’ results

School to school

School to real results

* + - 1. INVOLVE:
				1. Students (student council? Other groups? Individuals?)
				2. Staff
				3. Family members
				4. Community members (groups like Rotary, Lions, American Legion, etc.)

**GENERAL CONSIDERATIONS (From last time- they are still true!)**

1. **Before**
	1. Leave No Child Behind: All School participation is not only possible, it makes sense if the goal is preparing students for active and informed participation in the community.
	2. I invented the wheel! (e.g., Do you do school pictures? Then you have a system.)
	3. Like The Big Game: Promotion! Posters, count downs, announcements, student videos, prep materials, discussions, news stories, etc.
	4. Let’s Discuss: Engage through thoughtful questions, examples (What can be voted on in school? What votes are happening in the community? ), Statements vs. Actions?
	5. Who are You? (You really want to know!) What is too often missed is teaching the process of self reflection and comparison to help each student understand who they are, what they believe, and where those beliefs place them in regard to issues. (From there, ballot choices become clearer with research.)
	6. Practice. Process. Preparation. : What will it look like (forms, ballots, polling places, etc.)? What will they ask me/what do I need to know? (Top two reasons young people don’t vote.)
	7. HELP! (You may need somebody…):
		1. You there! You are a Leader! Involve students in planning and execution
		2. Like reading time: Every staff member can help, or help promote.
		3. Dealer’s Choice: Depending on the way you set things up, the number of helpers you need/can use will differ. (e.g., for Students Voting, in classrooms at the same time vs. school polling place(s) in library/media center, gym, etc.
		4. What’s Community Mean again? Many groups, clubs, organizations, etc. support the ideas behind this work. Ask them to step up. (We can help as match makers.)
2. **During**
	1. Stick to the Plan! If you do the prep work, the process will take
	2. Call an Audible! When needed, the outcome is more important than the process.
	3. Updates: Keeping students, staff, and volunteers informed throughout the day boosts engagement.
		1. Central Location: % voted so far, reminder of polling place closing time, even bringing in ‘real’ rules in announcements, e.g., “If you are in line by closing time, you have the right to vote, no matter how long the line is.” “Remember, you have the right to take your sample ballot with you into the polling place to remind you who you chose to vote for.” Etc.
		2. Simultaneous in classrooms: “Attendance shows that 1242 students just voted!”
3. **After**
	1. CELEBRATE! Students deserve to hear how great it was that they (pre)registered, voted, met with legislators, etc.
	2. It’s Only a Big Deal if You Make it a Big Deal: often used pejoratively, but works so well in the positive
	3. Lessons Learned: Why did we do that? What are the take aways? Connection to ‘real life.’
	4. What Did YOU Get? Compare, and Contrast (with adults and other students, in and out of class/school).
	5. Remember When…? Connect back to the experience as often as it makes sense (and not just in Social Studies)
	6. BFFs: Thank the helpers. Maintain Relationships with community members/groups as speakers, resources, and supporters of civic engagement for your students. (Keep them in mind; and ask THEM to keep YOU in mind.)
	7. What’s Next? Consider what other activities (ours and not ours) you can be a part of, and ask students for ideas.
4. **OOH! OOH! MR. KOTTER!** (Questions)