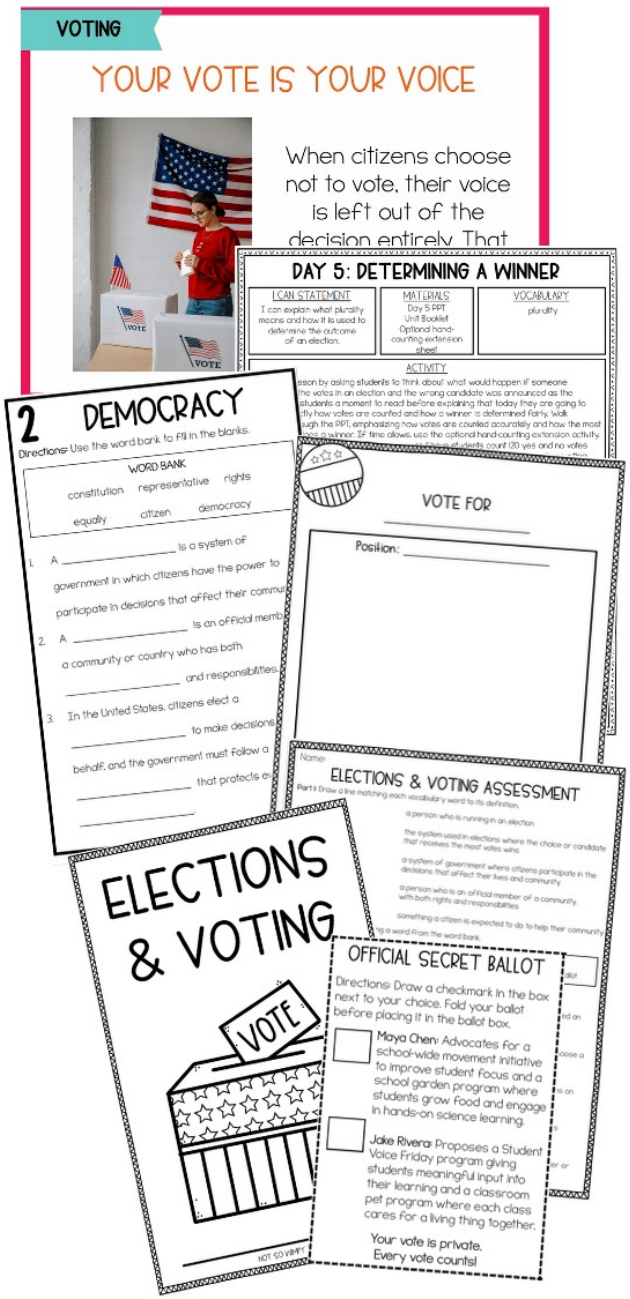
What's Included

- ✓ 7 instructional PowerPoints
- ✓ Vocabulary cards
- ✓ Student booklet with an activity for each day
- ✓ Task cards
- ✓ Mock election activity
- ✓ Optional vote counting activity
- ✓ Enrichment activity
- ✓ Assessment

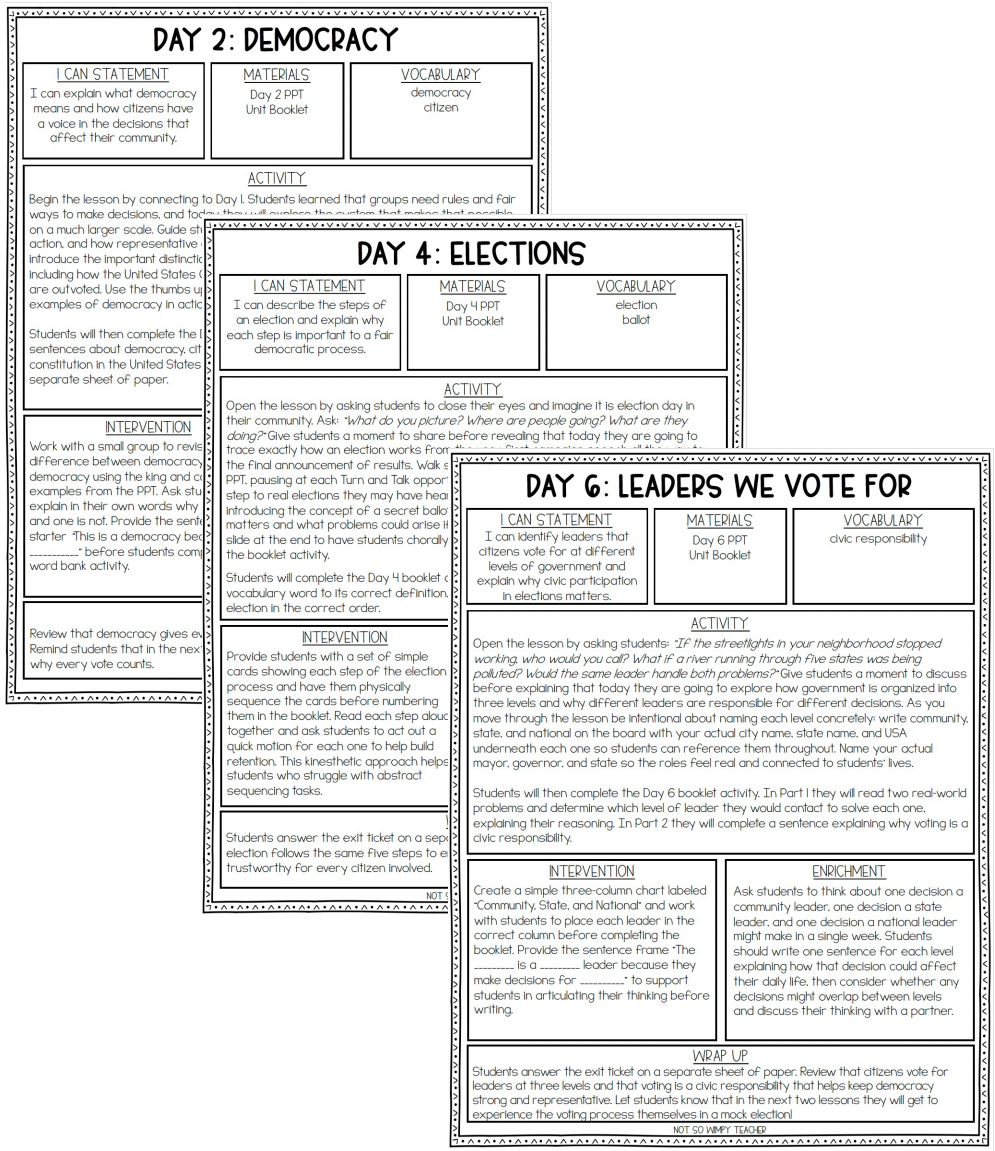


10 Days of Activities

This unit includes seven instructional PowerPoints that teach the concept.

Students will practice the skill using guided booklets, a two-day mock election, campaign enrichment activity, optional count the votes activity, task cards, and vocabulary cards.

This unit comes with an assessment to test student understanding of the material taught.



DAY 2: DEMOCRACY

I CAN STATEMENT
I can explain what democracy means and how citizens have a voice in the decisions that affect their community.

MATERIALS
Day 2 PPT
Unit Booklet

VOCABULARY
democracy
citizen

ACTIVITY

INTERVENTION

DAY 4: ELECTIONS

I CAN STATEMENT
I can describe the steps of an election and explain why each step is important to a fair democratic process.

MATERIALS
Day 4 PPT
Unit Booklet

VOCABULARY
election
ballot

ACTIVITY
Open the lesson by asking students to close their eyes and imagine it is election day in their community. Ask: *"What do you picture? Where are people going? What are they doing?"* Give students a moment to share before revealing that today they are going to trace exactly how an election works from
the final announcement of results. Walk
PPT, pausing at each Turn and Talk oppor
step to real elections they may have hea
introducing the concept of a secret ballo
matters and what problems could arise i
slide at the end to have students chorally
the booklet activity.

Students will complete the Day 4 booklet
vocabulary word to its correct definition.
election in the correct order.

INTERVENTION
Provide students with a set of simple cards showing each step of the election process and have them physically sequence the cards before numbering them in the booklet. Read each step aloud together and ask students to act out a quick motion for each one to help build retention. This kinesthetic approach helps students who struggle with abstract sequencing tasks.

Students answer the exit ticket on a sep
election follows the same five steps to e
trustworthy for every citizen involved.

DAY 6: LEADERS WE VOTE FOR

I CAN STATEMENT
I can identify leaders that citizens vote for at different levels of government and explain why civic participation in elections matters.

MATERIALS
Day 6 PPT
Unit Booklet

VOCABULARY
civic responsibility

ACTIVITY
Open the lesson by asking students: *"If the streetlights in your neighborhood stopped working, who would you call? What if a river running through five states was being polluted? Would the same leader handle both problems?"* Give students a moment to discuss before explaining that today they are going to explore how government is organized into three levels and why different leaders are responsible for different decisions. As you move through the lesson be intentional about naming each level concretely: write community, state, and national on the board with your actual city name, state name, and USA underneath each one so students can reference them throughout. Name your actual mayor, governor, and state so the roles feel real and connected to students' lives.

Students will then complete the Day 6 booklet activity. In Part 1 they will read two real-world problems and determine which level of leader they would contact to solve each one, explaining their reasoning. In Part 2 they will complete a sentence explaining why voting is a civic responsibility.

INTERVENTION
Create a simple three-column chart labeled "Community, State, and National" and work with students to place each leader in the correct column before completing the booklet. Provide the sentence frame "The _____ is a _____ leader because they make decisions for _____" to support students in articulating their thinking before writing.

ENRICHMENT
Ask students to think about one decision a community leader, one decision a state leader, and one decision a national leader might make in a single week. Students should write one sentence for each level explaining how that decision could affect their daily life, then consider whether any decisions might overlap between levels and discuss their thinking with a partner.

WRAP UP
Students answer the exit ticket on a separate sheet of paper. Review that citizens vote for leaders at three levels and that voting is a civic responsibility that helps keep democracy strong and representative. Let students know that in the next two lessons they will get to experience the voting process themselves in a mock election!

NOT SO WIMPY TEACHER

PowerPoint Lessons

VOTING

I can explain why voting is important and why being an infa

WE NEED RULES

Vocabulary:

Rule: an agreed-upon guidelin that tells people what they should or should not do in order to keep up safe.

ELECTIONS

STEP 3: CITIZENS CAST VOTES



Some citizens choose to vote by mail instead of going to a polling location. They receive an official ballot at home, mark their ch private, and mail it before the deadline voting is a regular

DETERMINING A WINNER

TO REVIEW:

After ballots are cast, every vote is counted carefully by hand or by machine.

Plurality means the choice or candidate with the most votes wins.

ed to be sure they

ns respect the results even when their choice

LEADERS WE VOTE FOR

TURN AND TALK

k about your own community. t are some decisions a mayor ity council member might need to make that would directly affect you and yo

DEMOCRACY

REPRESENTATIVE DEMOCRACY



ELECTIONS & VOTING



4 ELECTIONS

Part I Directions: Draw a line to match the word to its definition.

candidate	an official, organized vote held by a community
ballot	a person seeking to be chosen by voters to serve in a leadership role

6 LEADERS WE VOTE FOR

Part I Directions: Read each problem. Write which level of leader (community, state, national) you would contact to help solve it and explain why.

1. The streetlights in your neighborhood have been broken for several weeks and people are having trouble getting around safely at night.

I would contact a leader

3 VOTING

Part I Directions: Read each statement. Circle **True** or **False**.

Only the most important people in a community should get a say in decisions. **True / False**

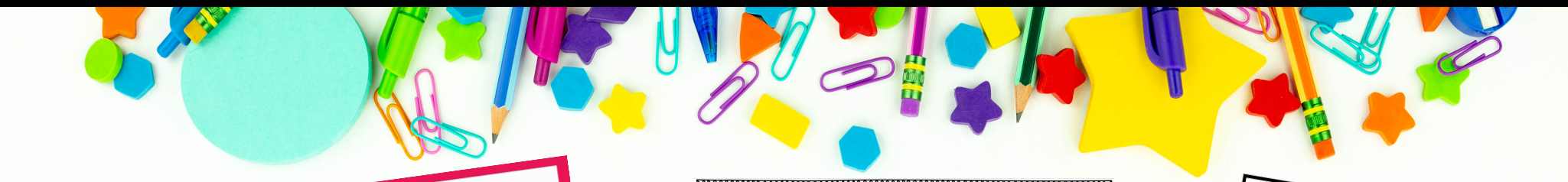
Every vote matters, even when thousands of people are participating in an election. **True / False**

oting helps communities make fair decisions. ue / False

hen large numbers of citizens choose not to vote, e outcome still accurately represents the whole mmunity. True / False

Each lesson is designed to be taught in 30 minutes, with all student work completed in their booklets. You can choose to take a daily grade, completion grade, or grade for accuracy.

Mock Election



MOCK ELECTION

WHY VOTE FOR MAYA?

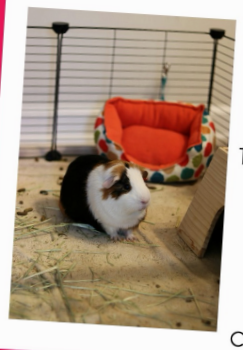


Reason 3:

Maya has a strong reputation for making every student feel heard and included. She listens to students across the whole [illegible] those in her

MOCK ELECTION

WHY VOTE FOR JAKE?



Reason 2:

Jake's class pet program would help students develop responsibility, empathy, and teamwork by caring for a living thing together. Taking on responsibility for something outside of academics can strengthen the sense of community within a classroom.

OFFICIAL POLLING PLACE

OFFICIAL SECRET BALLOT

Directions: Draw a checkmark in the box next to your choice. Fold your ballot before placing it in the ballot box.

☐ **Maya Chen:** Advocates for a school-wide movement initiative to improve student focus and a school garden program where students grow food and engage in hands-on science learning.

☐ **Jake Rivera:** Proposes a Student Voice Friday program giving students meaningful input into their learning and a classroom pet program where each class cares for a living thing together.

Your vote is private.
Every vote counts!

8 MOCK ELECTION DAY 2

While you wait to vote, answer this prompt: Today our class is participating in a democratic election. What does it feel like to be a voter and have a say in your community's decision? How is what we are doing today connected to what real citizens do?

[illegible]

lowing:

[illegible] to [illegible]

hy or why not.

ut what it mocracy is

7 MOCK ELECTION DAY 1

Directions: Listen carefully to information about both candidates. Record what you learn below.

	MAYA CHEN	JAKE RIVERA
What is one key idea from this candidate's platform?		
What is one strong reason to support this candidate?		
What is one concern you have about this candidate's platform?		
What value or priority does this candidate seem to care most about?		

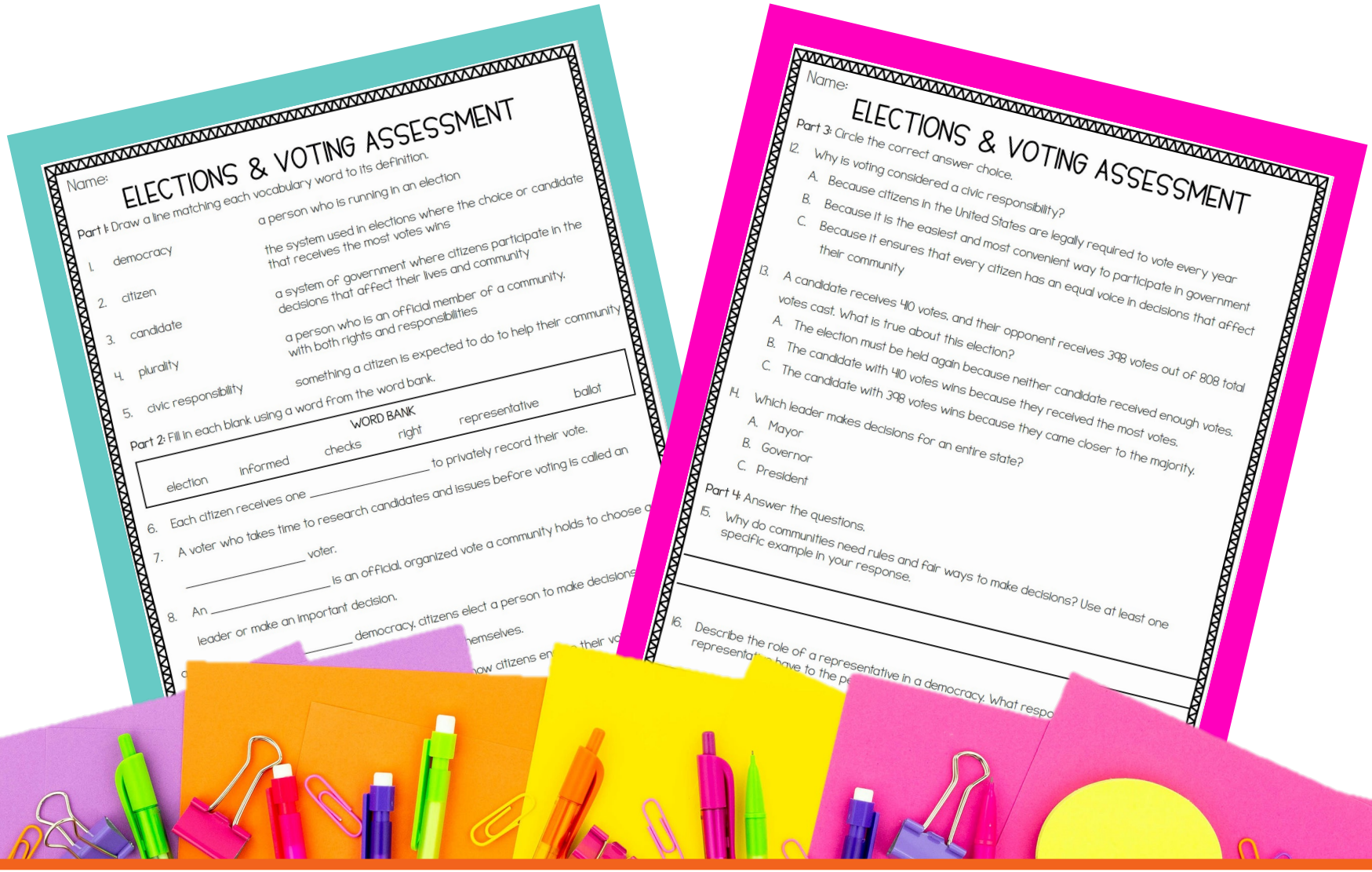
Right now, I am leaning toward _____

What is most important to my decision is:

NOT SO WIMPY TEACHER

Students participate in a mock election where they will hear platforms of two fictional candidates, practice being an informed voter, cast a secret ballot, and see how voting works hands-on.

Assessment



Each unit includes an assessment with answer keys to assess student understanding of communities.