



Lesson Title: Social Capitalization

ESSENTIAL QUESTION:

Am I heard?

I HAVE:

Two Days

TYPES OF ACTIVITIES:

- Research
- Self reflection
- Sharing and Listening
- Role Playing

MATERIALS:

- '**Get to Know Them**' **worksheet**
- Access to computer lab

STEP-BY-STEP:

Day One: *Journal prompt: What type of person do you find intimidating? What do you usually do when you are intimidated by someone?*

Lead an open discussion with the class and ask if any of them have been on a job interview. Once concluded, tell the students you'll actually be doing a 2-part journal today.

Journal #2: Fill in the following statement: 'I would make a great elected representative because I am _____, _____ and _____.'

Before they share, tell students to make sure to erase any minimizing qualifiers (like 'sometimes' or 'sort of' or 'a little') from their listed positive qualities.

Then they will be saying their statements out loud to a neighbor and then listening to their neighbor's statement. It would be good for you to model your own listed attributes and remind students that traits we don't frequently associate with elected representatives are actually wonderful traits to have (ex: kindness, humility, helpfulness, patience, hardworking, silliness).

Next, take a volunteer from the class to stand a few feet from you and then take a few steps towards you and shake your hand and state an introduction with their name and the three positive traits. Pick a volunteer who doesn't mind being silly in front of the class, this demo should help kids to shake the nerves out before they try this themselves.

Split the class into pairs and have them stand and practice introducing themselves with a hand shake and a clear confident statement of their positive traits. They can change their traits or add a few more if they want to during this exercise. They should also be trying different methods of shaking hands and trying to make eye contact.

Have the class reassemble in their seats and tell them you will be bringing an elected representative into class to speak to them and we are going to practice how to make the most out of that opportunity.

Distribute '**Getting to Know You**' handout.

Homework: Fill in A and B for part II on the worksheet.



KEEP IN MIND:

- Many of these activities may lead to personal divulgements, perhaps of students talking about having been in court, or interacting with law enforcement. Make sure you are prepared to lead the discussion with compassion and courage. Remember, you are a facilitator, not the center of the discussion, especially if you don't have the same personal experiences of your students.
- These activities will assuredly reveal insecurities students have and so you need to be there to assure them how special they are, you should think of yourself as the personal cheerleader for each of your students, especially as they get more and more uneasy with being self-confident.
- It's important to continue to state to your students that they are here to listen and support each other on these days. If a student feels vulnerable and then attacked by another student, the lesson can quickly fall apart. If during Day 1's lesson the kids are having trouble listing positive traits they think they have you should walk around and tell them what you think is great about them, and get some momentum going.
- Kids will definitely get nervous during some of these activities, make sure you have control over the class and are reassuring.
- You will need to be fact-checking the students' research.

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Day TWO:

Journal: take out your worksheet from HW, and fill in part III.

Share your answers with a neighbor. See if anyone wants to share their answers to the entire class, this may lead to a long discussion.

Tell the students who will be visiting the class and either distribute laptops or go to a computer lab so students can do research on them (part I).

Gerrymandering Connection:

Do additional research on what district the person represents (if applicable) and how the shape of it has changed over time.

Homework: Finish research

IT WENT WELL! EXTENSION ACTIVITIES:

Day 1 Extra credit: introduce yourself to someone at home tonight, keep practicing eye contact and a natural smile. Get feedback

Day 2 Extra credit: See if you live in the area your guest speaker represents and if do, ask someone at home if they've ever voted for the person who is coming to visit class.



Draw the Lines

Getting to Know You student handout, Part 1

Name: _____ Date: _____

You are about to meet a politician. Are you ready to get the most out of the experience? Follow these helpful tips to make sure to make the most out of the opportunity!

First off, don't be scared. They work for YOU! Literally, your taxes pay their salary and your vote can either elect them to office or kick them out. You are more powerful and important than them and they will be trying to impress YOU, so stand up straight and get ready to become an informed and influential citizen.

I. Before your meeting, do a little research....

What to know:	Where to find this:	What you found:
How to pronounce their name?	<ul style="list-style-type: none">Google 'video' searchYour teacher	
Where do they work- city government, state government, federal, or somewhere else?	<ul style="list-style-type: none">BallotpediaTheir websiteWikipediaYour Teacher	
Where is their local office?	<ul style="list-style-type: none">Their website	
What are the major issues important to them or successes they've had in office?	<ul style="list-style-type: none">Their websiteTheir social media profiles	
Recent issues they've spoken out about?	<ul style="list-style-type: none">Google 'news' search by most recent dateTheir social media profiles	

II. During the meeting, speak up... Prepare answers for A and B prior to meeting and then ask them about C, D, and E during the meeting. See helpful script below part III for further guidance on how to ask a question.

What issues do I care about?	Why?	What can THEY do about this issue?	What have THEY done about it?	How you can you help them achieve this promise OR check that they did what they promised to do?
A.	B.	C.	D.	E.

III. Introducing yourself

What are THREE things about yourself that are important to know but people can't tell just from looking at you, and explain why that's something you want people to know about you:

1.

2.

3.



What are THREE concerns you have for your future that you think politicians should be working to fix?

- 1.
- 2.
- 3.

IV: Putting it all together

When you go to speak to them, either in front of a group or individually, make sure to be confident! Stand up straight, speak loudly, look them in the eye, shake their hand firmly and keep repeating in your mind “They work for ME!”. If you don’t feel that confident naturally just fake it, eventually it’ll become genuine.

A helpful script:

“Hello my name is (your name), and I’m (answers from III #1, 2, and 3) and I’m passionate about (II A) because of (II B), what have you done or could do about this?” (fill in answers to part II sections C, D, and E after they are finished).

- While they answer it is very important to LISTEN carefully and interrupt with any questions you have about a word they used, a person they mentioned, or a process they explained. Don’t worry about being rude, it’s more important that you understand what they are saying and they won’t mind clarifying questions.
- If you like their answer, ask “How can I help you achieve this?” or “How can I make sure you do this?” and fill in II E.
- If you don’t like their answer, feel free to tell them that, or state the concerns you listed for part III #1, 2, 3 so they can better understand what you feel they should be working on.

V. After the meeting:

- Linger to meet them personally or meet whomever they brought with them. Most politicians go to public appearances with at least one staffer, who should have a business card to give you with their contact information. Shake hands with everyone and smile. Do not feel weird about standing around waiting to talk to them, just smile and be patient.
- Ask them about internships either directly in their office or where they work. Have a few slips of paper with your name and email neatly printed on it to hand them if they seem interested and ask them for their contact information. Remember, they work for YOU!
- Follow them on social media.
- Take pics of them if you like what they had to say and post to social media, and make sure to tag them.
- Follow up the next day with either an email, phone call, or direct message, say something nice about the event, what they had to say or ask a follow up question to something they mentioned. Pro tip: Spellcheck your message or ask your teacher to look it over before sending and send it from a email account that isn’t ridiculous sounding. Ex: BabyGirlGreenEyes221@email.com