Students Voting 2022

Handbook

Introduction

Welcome, and thank you for guiding your school through this year of Students Voting, THE Minnesota Statewide K-12 Mock Election. What follows are possibilities, as well as instructions. The basics are simple: provide a chance for your students to cast a realistic vote in a mock election, and report the results back to us to combine and share back with you and the other participating schools. Realistic, in this case, is as close an opportunity to experience "the real thing" as possible. You will see that the ballot PDFs we send mirror actual ballots in many ways. The closer your students' experience to actual voting, the more comfortable they will be when their time comes and the more likely to vote.

That said, even with provided ballots and an online reporting form, there are many decisions to make. Will you have one large voting precinct, have voting in all classrooms at the same time, or something else? Will you use faculty to help administer the election, enlist students to plan and act as elections judges, ask your local League of Women Voters chapter to help, or something else? Whatever choices you make, you are doing a great service for your students, and for the community, state and nation as a whole. We leave you with three quotes as inspiration on your journey to educate, inform, and engage.

 "As citizens of this democracy, you are the rulers and the ruled, the lawgivers and the law-abiding, the beginning and the end."   Illinois governor and presidential candidate Adlai Stevenson

"Freedom is never more than one generation away from extinction. We didn't pass it to our children in the bloodstream. It must be fought for, protected, and handed on for them to do the same." President Ronald Reagan

"Politics ought to be the part-time profession of every citizen who would protect the rights and privileges of free men." Dwight D. Eisenhower

Planning Your Election

NOTE :*Prepare to exclaim- maybe aloud- "But we aren't doing it that way!" at least once or twice as you go through this. This is a resource, a box from which you may draw ideas that work for you. Call us if you have questions or want to talk.*

INTRODUCTION: There is no one way to set up a polling place for your mock election. This section presents a few alternatives for you to consider, modify, or take as inspiration for some different way to offer voting in your school.   No matter how you run your polls, there are some goals to keep in mind:

-Access. Will your process allow everyone the chance to vote? Whether the student knows she will be out of school (absentee ballot), has physical challenges, or has a full class schedule, every student needs to have the chance to vote.

-Accountability. Using a list of students, from which their name is found and checked off, not only broadcasts that the process will be fair, but also displays the reality of voting at a precinct.

-Ease of Process. Directions, ballot marking, collection and counting should be as simple as possible to avoid disenfranchising any potential voter.

PLANNING AHEAD: Whether you started planning during the summer or are deciding on a process now, you have time to recruit help, gather supplies, work out details, and even practice. Here are some things to consider:

1) Promote the purpose- along with the program- to faculty, students, parents, and the community:

   -encouraging informed participation in the democratic process
   -developing students' critical interpersonal skills, effective collecting, evaluating and acting on information, and comfort in conveying ideas and questions around contentious situations.
   -increasing knowledge of American history and government necessary to function in a democratic society and an understanding of the issues surrounding patriotism, civic pride, and activism.

2) Gather support for the mock election and the educational activities associated with it:

   -Inform your school, parents, and community about the mock election (and the real election!)
   -Organize participation in planning and execution from every source possible (faculty, students, parents, local government, community organizations, etc.).

3) Think of everything and decide what you want ready to use. Materials for every step (pencils/sharpeners or pens, ballot boxes, student rosters by "precinct," ballots, stickers, note paper, signs for precincts and stations, tally sheets, volunteers…), room reservations/set-ups, announcements, letters home, press releases, etc.

4) Consider pluralism, civility, and rules to live by during election season:

   -Pluralism (coexistence of differing beliefs, cultures, classes, ideas) is a fundamental American idea. It's not only okay that you and your neighbor disagree, sharing opinions makes for a more informed citizenry and electorate.

   -Civility (polite, reasonable, and respectful behavior) may not be easy in the face of political disagreements, but there is no better way to be listened to, respected, and retain your relationships after the election.

   -Decide what type of political discourse there will be, and where it will take place. Within existing rules and spaces? SOUND-OFF Graffiti Walls made of newsprint or butcher paper? Rallies? Debates? The school newspaper? Morning announcements? Make the rules clear, well-publicized, and oft-repeated.

Setting Up and Running a Polling Place

Setting Up the Mock Polling Place
As with all aspects of Students Vote, use what works for you! The short story might be:
-Generate a list of students
-Make copies for as many polling places you will need so lines don't get too long
-Get volunteers (students, faculty, staff, parents, community) to help check people of, hand out and collect ballots, count, and report results

POLLING PLACE SET-UP CHOICES

1) **Classrooms/Simultaneously:** In this model, voting is done at a certain time of the day, with every classroom acting as a precinct. Assuming numbers in the range of 3r students or fewer, the whole school's voting can take place in a short time.

    Pros: Short time to execute; less intimidating for some students; greater turnout.

    Cons: Exacting planning to bundle and distribute class lists, ballots, etc.; collection of ballots and   registration lists need to be monitored and tracked.

2) **Single Time/Larger Precincts:** Having a few polling places for groups of students assigned by alphabet, grade, etc. Gymnasiums, auditoriums, and other large spaces are used, and possibly split into precincts to facilitate faster movement through the lines.

    Pros: Common spaces make for fewer set-ups; mass-migration displays community activity; easier to gather ballots from smaller number of collection points.

    Cons: Time for activity is increased (walking to polling place and back, longer lines); some possibility of students going astray depending on how they are moved to polling places.

3) **Traditional Open Polls:** Split like those in #2, but staffed throughout the day (or for some predetermined amount of time), students are encouraged to visit their polling places to vote when their schedule or classroom teacher allows.

    Pros: More realistic/feels less coddled or forced; easier than classrooms to manage lists and collection.

    Cons: Potential for massive reduction in voter turnout; lines may make students late for next class/activity.

FOR OPENING THE POLLS CHECKLIST, SEE ATTACHMENTS AND RESOURCES

The opening of "real" polling places is a part of Minnesota law!
*www.revisor.leg.state.mn.us/statutes/?id=204c.08*

General Advice for Polling Place Setup
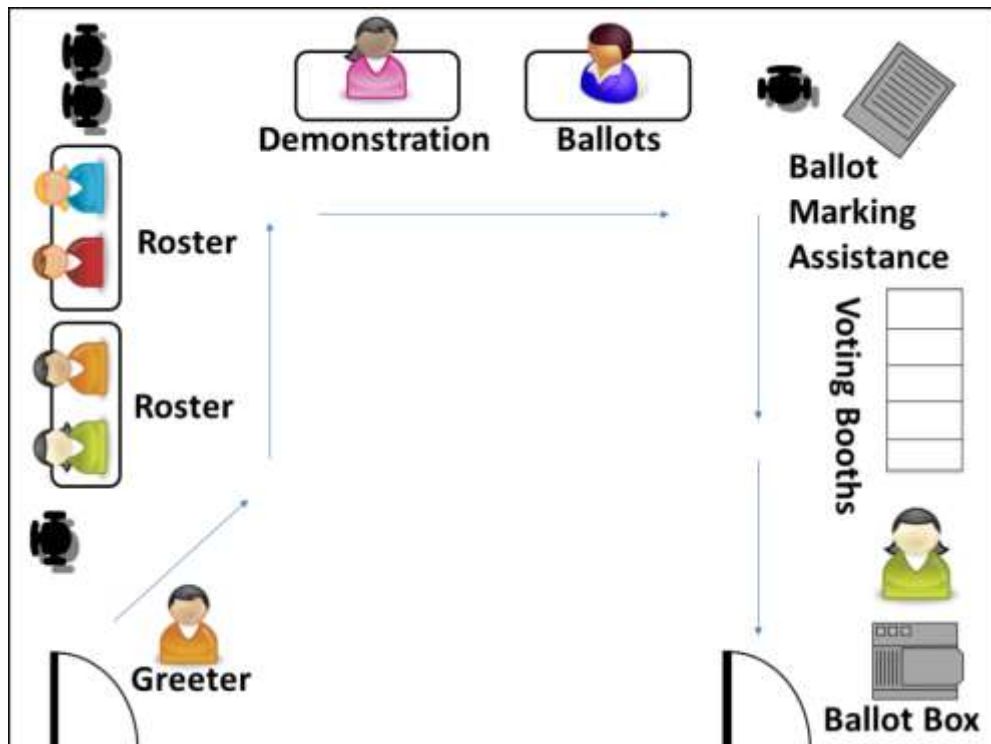
POLLING PLACE LAYOUT
The layout of a polling place should be designed for ease and speed. Looking at what each voter must and may have to do, we create a flow of movement that doesn't cross, and provide space for each volunteer to do their work. The layouts shown here assume a room dedicated to the process, but can be modified for single-classroom use, or set aside and instead you may call names, sign in, and distribute ballots at the front of the room.

SPACE CONSIDERATIONS: ACCESS, TRAFFIC FLOW, PRIVACY

EXAMPLE POLLING PLACE SET UPS
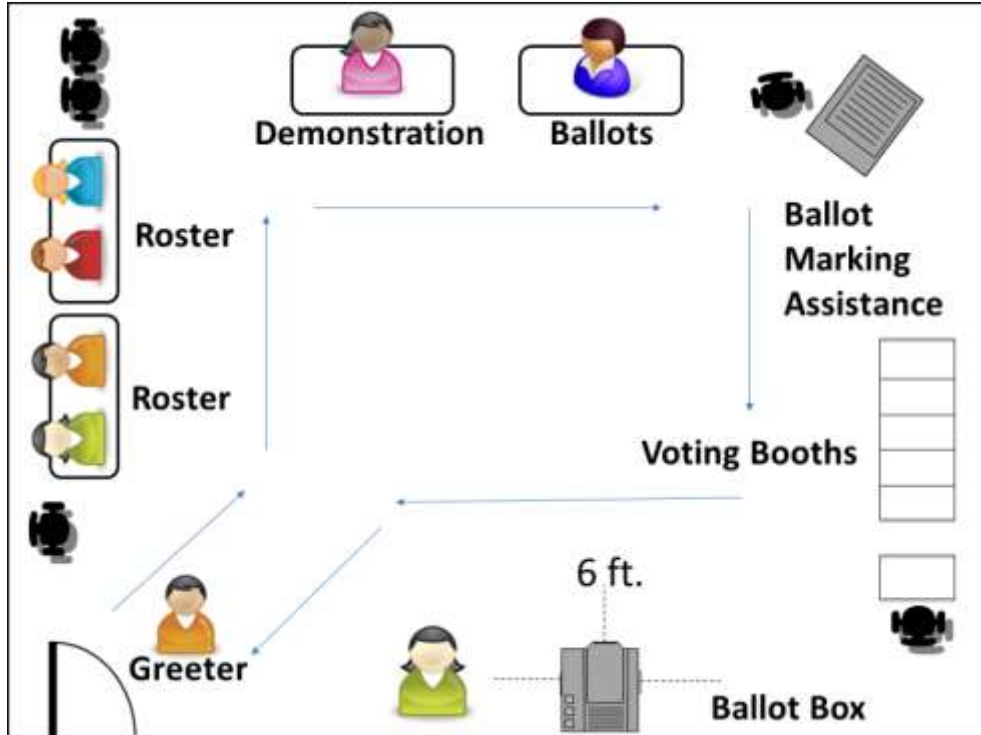
SINGLE DOOR POLLING PLACE DESIGN EXAMPLE

Two Door Polling Place Design Example

RESOURCES
(Just a few; we have MANY! Just ask!)

Your Vote Matters Curriculum: This three-lesson unit teaches students about voting rights, the importance of voting, and how to get ready to vote.

www.sos.state.mn.us/elections-voting/get-involved/your-vote-matters/

Your Rights as Voters:

www.sos.state.mn.us/elections-voting/election-day-voting/know-your-rights/?searchTerm=bill%20of%20rights

MN Voter's Bill of Rights: MN Statute 204C.08

www.revisor.mn.gov/statutes/cite/204C.08#stat.204C.08.1d

Students Voting Various Resources Web Page:

www.ymcanorth.org/locations/center_for_youth_voice/programs/students_voting/resources

Minnesota Government Diagram

https://www.sos.state.mn.us/media/1370/mn-governmentdiagram.pdf

Teaching Down-ballot Voting: Monitoring the midterms: Down-ballot voting & the role of local and state elections (grades 7-12)

www.pbs.org/newshour/classroom/app/uploads/2016/10/Down-Ballot-Voting-Lesson-Plan.pdfb

Study Showing that Students Taught How to Vote are More Likely to Vote When They are Eligible

https://circle.tufts.edu/latest-research/youth-who-learned-about-voting-high-school-more-likely-become-informed-and-engaged

EXAMPLE Initial Vote Counting Worksheet
(Bundles Separated: Grades 9-12)

Election Date:_____ **School** _____

City_____ **Precinct/Classroom number**_____

Judge 1 name: _____

Judge 1 signature: _____

Judge 2 name: _____

Judge 2 signature: _____

Head Judge/Faculty Signature _____

CANDIDATES	Judge 1 Bundle Count	Judge 2 Bundle Count
Votes for Donald J. Trump and Michael R. Pence	_____	_____
Votes for Hillary Clinton and Tim Kaine	_____	_____
Votes for Darrell Castle and Scott Bradley	_____	_____
Votes for Dan R. Vacek and Mark Elworth, Jr.	_____	_____
Votes for Alyson Kennedy and Osborne Hart	_____	_____
Votes for Jill Stein and Howie Hawkins	_____	_____
Votes for "Rocky" Roque De La Fuente and Michael Steinberg	_____	_____
Votes for Evan McMullin and Nathan Johnson	_____	_____
Votes for Gary Johnson and William Weld	_____	_____
Votes for write-in candidates	_____	_____

Bundle Totals: Judge 1 [   ]   Judge 2 [   ]

Grand Total of Votes in this bundle (add by-grade boxes): [   ]

Keep this sheet with its bundle!

EXAMPLE Initial Vote Counting Worksheet
(Bundles Separated: Lower Grades)

Election Date:_____ **School** _____

City_____ **Precinct/Classroom number**_____

Judge 1 name: _____

Judge 1 signature: _____

Judge 2 name: _____

Judge 2 signature: _____

Head Judge/Faculty Signature _____

CANDIDATES	Judge 1 Bundle Count	Judge 2 Bundle Count
Votes for Donald J. Trump and Michael R. Pence	_____	_____
Votes for Hillary Clinton and Tim Kaine	_____	_____
Votes for Darrell Castle and Scott Bradley	_____	_____
Votes for Dan R. Vacek and Mark Elworth, Jr.	_____	_____
Votes for Alyson Kennedy and Osborne Hart	_____	_____
Votes for Jill Stein and Howie Hawkins	_____	_____
Votes for "Rocky" Roque De La Fuente and Michael Steinberg	_____	_____
Votes for Evan McMullin and Nathan Johnson	_____	_____
Votes for Gary Johnson and William Weld	_____	_____
Votes for write-in candidates	_____	_____

Bundle Totals: Judge 1 [   ]   Judge 2 [   ]

Grand Total of Votes in this bundle (add by-grade boxes): [   ]

Keep this sheet with its bundle!

EXAMPLE Initial Vote Counting Worksheet
(Mixed 9-12/Lower Grade Bundles)

Election Date:_____ **School** _____

City_____ **Precinct/Classroom number**_____

Judge 1 name: _____

Judge 1 signature: _____

Judge 2 name: _____

Judge 2 signature: _____

Head Judge/Faculty Signature (confirm agreement of judges)_____

CANDIDATES	Judge 1 Grades 9-12	Judge 1 Lower Grades	Judge 2 Grades 9-12	Judge 2 Lower Grades
Trump/Pence	9-12 _____	Lower_____	9-12 _____	Lower_____
Clinton/Kaine	9-12 _____	Lower_____	9-12 _____	Lower_____
Castle/ Bradley	9-12 _____	Lower_____	9-12 _____	Lower_____
Vacek/ Elworth	9-12 _____	Lower_____	9-12 _____	Lower_____
Kennedy/Hart	9-12 _____	Lower_____	9-12 _____	Lower_____
Stein/Hawkins	9-12 _____	Lower_____	9-12 _____	Lower_____
De La Fuente/Steinberg	9-12 _____	Lower_____	9-12 _____	Lower_____
McMullin/Johnson	9-12 _____	Lower_____	9-12 _____	Lower_____
Johnson/Weld	9-12 _____	Lower_____	9-12 _____	Lower_____
Write-ins	9-12 _____	Lower_____	9-12 _____	Lower_____

By-Grade agreed Bundle Totals: 9-12 [　　　　　] Lower [　　　　　]

Grand Total of Votes in this bundle (add by-grade boxes): [　　　　　]

Keep this sheet with its bundle!

EXAMPLE Precinct Final Vote Counting Worksheet

Election Date:_____ **School** _____

City_____ **Precinct/Classroom number**_____

Judge 1 name: _____

Judge 1 signature: _____

Judge 2 name: _____

Judge 2 signature: _____

Head Judge/Faculty Signature _____

CANDIDATES	Grades 9-12 Results	Lower Grades Results
Votes for Donald J. Trump and Michael R. Pence	9-12 _____	Other_____
Votes for Hillary Clinton and Tim Kaine	9-12 _____	Other_____
Votes for Darrell Castle and Scott Bradley	9-12 _____	Other_____
Votes for Dan R. Vacek and Mark Elworth, Jr.	9-12 _____	Other_____
Votes for Alyson Kennedy and Osborne Hart	9-12 _____	Other_____
Votes for Jill Stein and Howie Hawkins	9-12 _____	Other_____
Votes for "Rocky" Roque De La Fuente and Michael Steinberg	9-12 _____	Other_____
Votes for Evan McMullin and Nathan Johnson	9-12 _____	Other_____
Votes for Gary Johnson and William Weld	9-12 _____	Other_____
Votes for write-in candidates	9-12 _____	Other_____
By-Grade Totals:	**A** 9-12 [ ]	**B** Other [ ]

Grand Total of Votes: A+B= [ ]

Ballots cast (Box C, Polling Place Summary Statement Sheet): [ ]

Note: Two boxes above should match

EXAMPLE School-Wide Candidate Vote Counting Worksheet

CANDIDATE/WRITE-IN: _____

Election Date:_____ **School** _____

City_____ **Precinct/Classroom number**_____

Judge 1 name and signature:_____

Judge 2 name and signature:: _____

Head Judge/Faculty Signature _____

Precinct 1: 9-12 _____	Lower_____	Precinct 2: 9-12 _____	Lower_____
Precinct 3 9-12 _____	Lower_____	Precinct 4: 9-12 _____	Lower_____
Precinct 5: 9-12 _____	Lower_____	Precinct 6: 9-12 _____	Lower_____
Precinct 7: 9-12 _____	Lower_____	Precinct 8: 9-12 _____	Lower_____
Precinct 9: 9-12 _____	Lower_____	Precinct 10: 9-12 _____	Lower_____
Precinct 11: 9-12 _____	Lower_____	Precinct 12: 9-12 _____	Lower_____
Precinct 13: 9-12 _____	Lower_____	Precinct 14: 9-12 _____	Lower_____
Precinct 15: 9-12 _____	Lower_____	Precinct 16: 9-12 _____	Lower_____
Precinct 17: 9-12 _____	Lower_____	Precinct 18: 9-12 _____	Lower_____
Precinct 19: 9-12 _____	Lower_____	Precinct 20: 9-12 _____	Lower_____
Precinct 21: 9-12 _____	Lower_____	Precinct 22: 9-12 _____	Lower_____
Precinct 23: 9-12 _____	Lower_____	Precinct 24: 9-12 _____	Lower_____
Precinct 25: 9-12 _____	Lower_____	Precinct 26: 9-12 _____	Lower_____
Precinct 27: 9-12 _____	Lower_____	Precinct 28: 9-12 _____	Lower_____
Precinct 29: 9-12 _____	Lower_____	Precinct 30: 9-12 _____	Lower_____

Odd Sub-Totals: 9-12 _____ Lower_____ **Even Sub-Totals**: 9-12 _____ Lower_____

TOTALS 9-12 _____ Lower_____

EXAMPLE School-Wide Final Vote Counting Worksheet

Election Date:_____ **School** _____

City_____ **Precinct/Classroom number**_____

Judge 1 name and signature:_____

Judge 2 name and signature:: _____

Head Judge/Faculty Signature _____

CANDIDATES	Grades 9-12 Results	Lower Grades Results
Votes for Donald J. Trump and Michael R. Pence	9-12 _____	Other_____
Votes for Hillary Clinton and Tim Kaine	9-12 _____	Other_____
Votes for Darrell Castle and Scott Bradley	9-12 _____	Other_____
Votes for Dan R. Vacek and Mark Elworth, Jr.	9-12 _____	Other_____
Votes for Alyson Kennedy and Osborne Hart	9-12 _____	Other_____
Votes for Jill Stein and Howie Hawkins	9-12 _____	Other_____
Votes for "Rocky" Roque De La Fuente and Michael Steinberg	9-12 _____	Other_____
Votes for Evan McMullin and Nathan Johnson	9-12 _____	Other_____
Votes for Gary Johnson and William Weld	9-12 _____	Other_____
Votes for write-in candidates	9-12 _____	Other_____
By-Grade Totals:	9-12 [ ]	Other [ ]

Grand Total of Ballots Cast: [   ]