

Teaching the Election: Secondary

For a comprehensive, nonpartisan civic education curriculum for students in grades 8-12, we recommend using this resource:

<https://about.ballotready.org/for-teachers>.

Below are some high-level suggestions for teaching the election and discussing BallotReady with secondary students.

- Discuss BallotReady mission: “[BallotReady](#) is on a mission to make democracy work the way it should by helping voters across the U.S. exercise their right to vote and vote informed on every race and measure on their ballots. BallotReady provides personalized ballots and nonpartisan information to voters in all 50 states.”
 - *Why is it important to vote informed on every race and measure?*
 - *Why is a personalized ballot important?*
 - *Why is nonpartisan information important?*
- Discuss how to spot partisan/nonpartisan information online.
 - Ask students to look up the same event as reported by two different news publications (using newspaper websites or Twitter feeds).
 - Observe how the same facts might be reported differently.
 - Have students critically engage the two headlines:
 - *What did you learn just from looking at the headlines/photos?*
 - *On a scale 1-10, how informed would you say you feel about their topics, based on looking only at these bits of information?*
 - Connect these observations to BallotReady’s nonpartisan approach to providing voter-focused information: *These reactions and thoughts are important because they reflect*

how a lot of people stay informed and affect how they vote/lean politically. While being passionate is incredibly important, so is a nonpartisan approach to providing info! That's where we come in!

- Segue into BallotReady how-to guides and using our tools to do their own research for the mock election. But where to start? With issues you're already interested in!
- Discuss topics that students care about, e.g.: schools, housing, policing/criminal justice, climate change, COVID-19 / pandemic response
 - Ask students to select 1-2 topics important to them
 - Have students explore the voter guide to identify what their legislators' stances are on their selected topics
 - Have students draft a Twitter thread (minimum 3 tweets) or email to send to their legislator talking about why they are passionate about their selected topics, what the elected official should consider about said topic, etc.
 - Optional: [Twitter "TweetSheets" digital download](#)

Cancel Tweet

 Dear @_____. I wanted to reach out and suggest that you prioritize _____ after the election.

As a student from _____, _____ is important to me because _____.

[#activism](#)