



Student Workbook

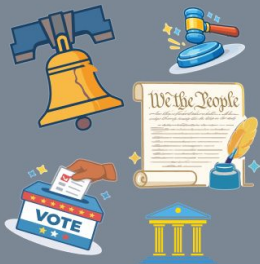
Course 7

Grades 6–8

Voting
&

Civic Engagement





Voting & Civic Engagement



Table of Contents

Chapter 1

Voting and Democratic Participation

Jump In: The Pizza Problem *pages 2-3*

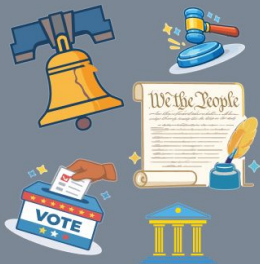
Show: County Leadership Reflection *pages 4-5*

Chapter 2

Youth Civic Engagement Pathways

Jump In: From Awareness to Action *pages 6*

Show: Design a Campaign *pages 7-9*



Voting & Civic Engagement

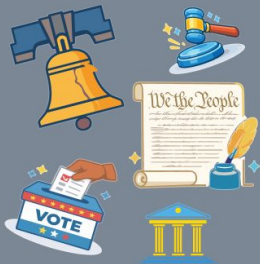
Jump In The Pizza Problem

Your class earns a pizza party. The pizza arrives.
There are 8 slices. There are 20 students.
Everyone agrees something has to be decided. Nobody agrees on what.



- Athletes argue they should eat first because they have practice after school.
- Students who missed lunch believe they should receive priority.
- Some students think the teacher should make the final decision.
- Others say everyone should have an equal vote.
- And a few students say nothing at all. They figure it's already decided, and their opinion won't change anything.

What would be the fairest way to decide who gets pizza? Explain your thinking in 2–3 sentences.



Voting & Civic Engagement



Jump In The Pizza Problem

The class decides to vote

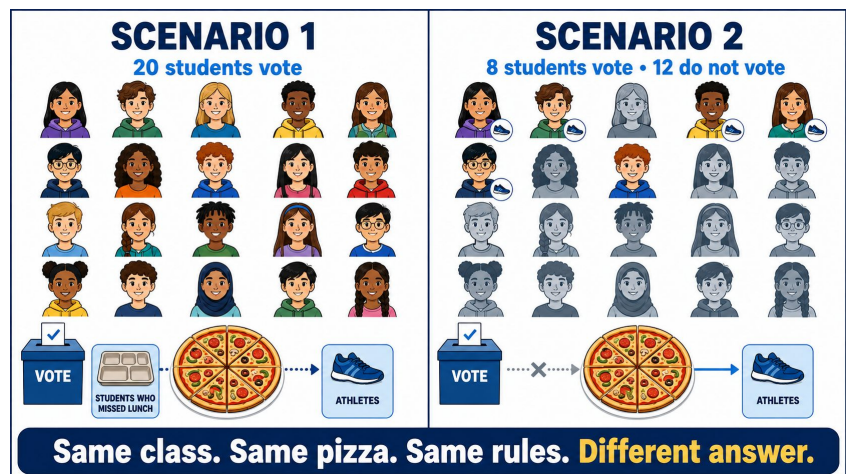
Consider two possible ways this vote could go.

Scenario 1: Everyone votes.

All 20 students cast a ballot. The class votes to split the slices among the students who missed lunch and the athletes — the two groups with the most urgent need.

Scenario 2: Only 8 students vote.

The other 12 skip it. Of the 8 who vote, 5 are athletes. The class votes to give the pizza to the athletes.



Answer the questions in the response box below and in your student workbook:

1. What changed between scenario 1 and scenario 2?

2. Some students chose not to vote because they figured it wouldn't matter. In scenario 2, was that true? Explain.

County Leadership Reflection

Name: _____ Your county name: _____

You just spent a term running a county. You had residents asking for services, a budget that would not stretch, and at least one crisis you did not see coming.

Now explain what you did and why.

Your job here is not to describe the game. It is to figure out who your choices helped, who they did not, and what that taught you about the job.

Use specific evidence:

Name the departments, the requests, the crisis, the numbers. "I had to make hard choices" isn't enough detail. Be specific, e.g. "I spent \$80,000 on the flood and could not fund the park."

Sentence starters to use, (if they are helpful)

- "I chose _____ because _____, which affected _____."
- "I decided fairness meant _____, so I funded _____ before _____."
- "If I could go back, I would _____, because _____."

1 Which decision was hardest to make, and why?

Explain how your choice affected different groups of people in your county.

2 Who benefited most from your decisions? Who felt left out?

What does that show about how government priorities affect everyday life?

3

What did you have to give up?

Name one thing that got less money, or no money, because of something else you funded.

4

How did you decide what was fair?

Did your idea of fairness change while you were playing? Explain.

5

Were you re-elected?

Circle one, then explain why you think the residents decided that way.

YES

NO

My final approval rating: _____

6

You've now been on both sides of an election.

You studied who votes and who does not. Then you were the one being judged. Does running a county change how you think about voting in one? Explain.

Before you're done, self-check for these elements in your answers:

☐ A specific decision ☐ Who benefited, who did not ☐ What you gave up ☐ Real evidence

Scoring Rubric

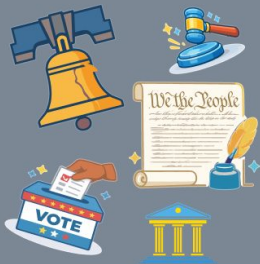
9 points total

Criteria	County Leader — 3	Developing — 2	Emerging — 1
Decisions & Trade-offs	Explains a specific decision and names exactly what got less because of it, using evidence from your county.	Describes a decision, but the trade-off is vague. Next step: name what you gave up.	A decision is described with no trade-off. Next step: what did you not fund?
Impact on People	Names specific groups who benefited and who did not, and explains why each was affected.	Names who benefited but not who was left out, or stays general. Next step: name one group that went without.	Little analysis of who was affected. Next step: reread the requests you received.
Voting & Accountability	Connects the simulation to elections — explains how residents judged the choices and what that means for voting.	Makes a connection but it needs development. Next step: why did your approval rating move?	Connection is missing or unclear. Next step: answer question 6 again.

8–9 County Leader

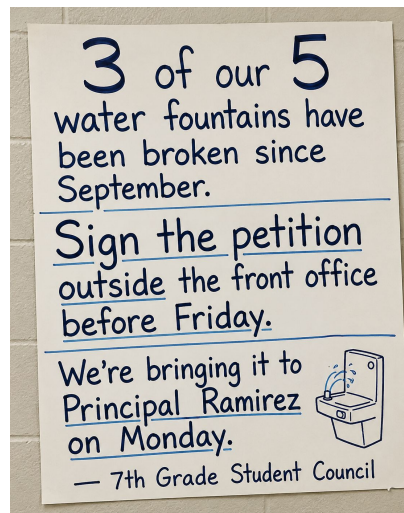
5–7 Developing Leader

3–4 Emerging Leader



Voting & Civic Engagement

Jump In From Awareness to Action



Two students made posters about their school. Both of them care. Both of them want something to change. Which poster gives you a specific action plan?

Poster A

Poster B

Neither one

Explain your answer. What does that poster do that the other one doesn't? Write 1-2 sentences.

Design a Campaign

Pick something you would change. Figure out who could change it. Then build the thing that gets them to.

Every step is scored against the same four standards:

ACCURATE Your facts are true and you can say where they came from.

SPECIFIC A person knows exactly what to do.

REALISTIC The people you are asking can actually do it.

RESPECTFUL It does not insult anyone, including people who disagree.

What would you change?

Start here: "One way I could step up in my school or community is..."

Why does it matter? Who does it affect?

What do you actually know about it?

Two facts, and where each one came from. If you cannot source it, do not use it.

Fact 1:

Source:

Fact 2:

Source:

Who has the power to change it?

Name a real person or office, not "the school" or "the government."

Who could help convince them? (Students? Families? Neighbors? Teachers?)

Who is your audience?

Not "everyone." Pick the group you are actually talking to in your campaign.

What does this group need to hear? What would make them say yes?

Write your call to action

One sentence. What exactly should someone do, and by when?

Test it: could someone do this today without asking you a follow-up question? If not, make it smaller and more specific.

Build it

Choose **ONE** format. Your teacher will tell you what to turn in.

- A poster
- A short speech for a school board or class meeting (about 1 minute)
- A social media post or graphic
- A flyer or handout
- A 30-second video script

Sketch or draft it here. Use the back if you need more room.

Check your own work

Go back through what you built. Be honest.

- ☐ ACCURATE — every fact is true and I know where it came from
- ☐ SPECIFIC — someone could do this today without asking me anything
- ☐ REALISTIC — the people I am asking are actually able to do it
- ☐ RESPECTFUL — nothing here insults anyone, even people who disagree

Scoring Rubric

12 points total

Criteria	Campaign Ready — 3	Almost There — 2	Getting Started — 1
Issue & Evidence	Explains the issue clearly and supports it with two accurate facts, each with a source named.	Explains the issue, but a fact is missing a source or is stated too generally. Next step: name where each fact came from.	The issue is unclear or has no supporting facts. Next step: find two things you can prove.
Audience	Names a specific audience and explains what that group needs to hear in order to act.	Names an audience but not what they need. Next step: what would make this group say yes?	Audience is "everyone" or missing. Next step: who exactly are you talking to?
Call to Action	One clear action someone could take today. Specific enough that no follow-up question is needed.	An action is named but it is vague or too big. Next step: add a where and a when.	No real action, or the ask is a feeling ("care more"). Next step: finish "I am asking you to _____."
Responsible Messaging	Accurate, realistic for the audience, and respectful — it persuades without insulting anyone.	Mostly responsible, but one standard slips. Next step: reread it as someone who disagrees with you.	Facts are unsupported, the ask is out of reach, or the tone puts people down. Next step: use the checklist on page 2.

11–12 Campaign Ready

7–10 Almost There

4–6 Getting Started

A note on scoring

You are not graded on which issue you pick or which side you take. Two students who disagree about the same issue can both earn full marks.

What is being scored is whether you built something that works: real facts, a real audience, and an ask a real person could actually say yes to.