



Project Website <https://pros4democracy.internprize.eu/>

Activity Video Summary <https://www.youtube.com/watch?v=uYF0ykmJJYs>

Lesson Category

Media and News Literacy

Title

Voters' rights, important voting dates and deadlines

Area(s)

Commitment to use their voice or vote in the upcoming elections.

Objectives

- 1. More investment in the democratic process.**
- 2. Empower for civic participation in their local communities.**
- 3. Understand their power of using their voices in politics.**

Time needed

Two (2) 90-minute classes

Materials needed

Computers with internet access, pen and paper.

Age level(s)

14-18

Number of participants per group

Can be undertaken as a class project or in small groups



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Originally designed by **CECE** as a part of the EuroVoters project

<https://eurovoters.eu>

Step-by-step description of activity

1. The activity starts with a brief internet research by students about how's the voter registration in their country. Provide the following questions to guide the task: Are citizens automatically registered to vote? It is possible to register online? Or can voters register on election day? Create a class debate with the outcomes of the research.
1. After the first-class debate, help students with another research and provide the following questions to guide the task: Are voters required to show their ID to vote? Or can citizens with felony convictions vote? Create a class debate with the outcomes of the research.
1. After the second-class debate, help students with another research and provide the following questions to guide the task: what is an election day? There's any early voting program? Create a class debate with the outcomes of the research.
1. After the third-class debate, help students with another research and provide the following questions to guide the task: How long will it take to vote? What IDs should voters bring? Who can help there if citizens have questions?
1. After this first research tasks, start the second part of the activity with a different discussion. Ask and debate with students how important decisions are made in their countries. Assess students' knowledge about the voting process, and if needed, introduce them to the basics of voting.
6. Let students know that even though they may not be old enough to vote yet, they can still play a valuable role in the election process (ask them how they think they can get involved). Discuss with students that one way they can get involved is by informing others about the election features that they have researched previously: dates, election and registration process, requirements, voting centers doubts, etc.
6. Create small groups and instruct students to short summary about the importance of voting. If you haven't introduced the topic in step 5, this step needs to start with that introduction. Use the videos in the apprentices to support the topic.
6. After this group task, is time to present the short summary to the class. Each group will assign a vocal member (or you can do this task since you know better your students) that will explain what they have written about the importance of an election.
6. After this task, challenge the class to open discuss their responsibilities in the upcoming elections. Try to understand if they feel already an active and important voice in their country voting process.
6. To end the activity, ask to each group and debate in class after, the following question: "In the upcoming elections, if you have the age to vote, will you friendly influence others to vote? Why?"

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Strategies of teaching and learning

Virtual communities of learning and practice

Evaluation

Identify if students wrote down correctly how's the entire election process in their countries, according to all question above mentioned in the step activities. The last and keen evaluation point is to understand if students felt more commitment to use their voice or vote in the upcoming elections.

Notes to the educator

The first 4 steps of the activity can be made in a 90-minute class. Teachers can help students doing research, following their writings and giving feedback. In the appendices below there's some references where students can find the activity information, meanwhile, teachers can also introduce their own material if they think necessary.

The following activity steps, use another 90-minute class. Be the middle person in the discussion and in the step 7, go to which group separately to follow up their work. Use your own material or the video above mentioned in appendices.

Notes to the students

Students can assess their own work and give each other feedback orally. It's an open activity, any question or doubts can be presented.

Suggestions for follow-up activities

"Do Something Student Planning Guide" activity can be a good practice after concluding the present one. Find in the link below the guide:

https://www.tolerance.org/sites/default/files/2017-07/3-5DS_Student%20Planning%20Guide.pdf

Appendices:

Registration process in Europe:

https://europa.eu/youreurope/citizens/residence/elections-abroad/european-elections/index_en.htm

Voting rights in the European Union:

https://ec.europa.eu/commfrontoffice/publicopinion/flash/fl_292_sum_en.pdf

Calendar of elections in the Council of Europe member states:

<https://www.coe.int/en/web/electoral-assistance/2020-electoral-calendar>

"Importance of Voting" videos:

<https://www.youtube.com/watch?v=GrG7zBUDiqQ>

<https://www.youtube.com/watch?v=T2jwSUhu7ok>

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