



## ACTIVATE

You Can Vote's (YCV) ACTIVATE workshop is an inquiry-based civic engagement learning experience designed for high school students to engage in active discussion and practical skill-building. Connecting with Civic Literacy and American History curricula, YCV educators will lead students through a series of activities and games that facilitates critical thinking through student-driven discussion of an essential question from each unit of the curriculum. YCV's program activates young people to seek out trusted information, make personal connections, and take informed civic action. YCV offers workshops directly integrated with each unit to connect curriculum with current civic engagement practices.

### CIVIC LITERACY UNIT 1: IDENTITY

**Time:** 55-minute in-class workshop

**Essential Question:** How does identity influence how individuals interact with the government?

**Outcomes:** *Students will be able to:*

- Understand how individuals can change government policy through civic participation
- Know the way citizens interpret the relationship between government and individual liberty affects how they understand and react to contemporary social issues
- Identify the offices and their powers at local, state, and federal levels
- Know where to seek out fact-based information
- Navigate the election process

**Focus Standards:**

- CL.B.1.1 Explain how values and beliefs influence the creation and implementation of public policy and laws
- CL.C&G.3.1. Differentiate citizenship and civic participation in terms of responsibilities, duties, and privileges of citizens

**Vocabulary:** Civic participation, citizen, voting, barrier, equity

**Activities:**

- *YCV Introduction* - Who we are, why we are there, where to find trusted election information from non-partisan sources.
- *Vote with Your Feet* - Through an interactive, guided discussion students will engage in a discussion based on statements surrounding the essential question "How does identity influence how individuals interact with the government?"
- *Levels of Government* - Through an interactive game designed to get students moving and laughing, students will engage in a discussion on the offices in the different levels of government. This game activates discussions that connect the levels of government with individual values and how that connects to civic participation.
- *Voter Registration* - Students can choose to register to vote and will be guided through how to fill out the form correctly and understand the process.

*\*\*Activities are the same to Unit 2: Power; however discussion questions are different focusing on the individual essential questions of each unit*



## ACTIVATE

### CIVIC LITERACY UNIT 2: POWER

**Time:** 55-minute in-class workshop

**Essential Question:** How is power gained in a democracy; how does the government exercise that power?

**Outcomes:** *Students will be able to:*

- Understand that organizing plays an important role when trying to influence the actions of the government.
- Understand the operation of government involves a complex relationship among the branches and levels of government
- Know the election process of the United States starting with Voter Registration
- Know the types and functions of local government
- Know where to seek out fact-based information

**Focus Standards:**

- CL.C&G.3.7 Assess the effectiveness of the election process at the national, state, and local levels
- CL.C&G.2.3 Differentiate between the types of local governments in order to understand the roles, powers, and functions each plays within an intergovernmental system.

**Vocabulary:** Election (General, primary, midterm, special); Ballot; Polls; Vote; President; Governor; State Representatives; US Representatives; Mayor; School Board; City Council; County Commissioner

**Activities:**

- *YCV Introduction* - Who we are, why we are there, where to find trusted election information from non-partisan sources.
- *Vote with Your Feet* - Through an interactive, guided discussion students will engage in a discussion based on statements surrounding the essential question "How is power gained in a democracy; how does the government exercise that power?"
- *Levels of Government* - Through an interactive game designed to get students moving and laughing, students will engage in a discussion on the offices in the different levels of government. This game activates discussions that connect the levels of government and focuses on understanding the types and functions of government from local, to state, and then federal levels.
- *Voter Registration* - Students can choose to register to vote and will be guided through how to fill out the form correctly and understand the process.

*\*\*Activities are the same to Unit 1: Identity; however discussion questions are different focusing on the individual essential questions of each unit*



## ACTIVATE

### CIVIC LITERACY UNIT 3: JUSTICE

**Time:** 55-minute in-class workshop

**Essential Question:** What protections are guaranteed to individuals and who has access to that justice?

**Outcomes:** *Students will be able to:*

- Understand systems of justice impact different segments of society in different ways, both positively and negatively
- Understand systems of justice should evolve to become more inclusive
- Know the rights of citizens as set out by the Constitution and the Bill of Rights related to systems of justice
- Know how individuals and marginalized segments of society have worked to evolve systems of justice and the means used to accomplish this evolution

**Focus Standards:**

- CL.C&G.4.4 Assess how effective the American system of government has been in ensuring freedom, equality, and justice for all
- CL.C&G.4.6 Critique the extent to which women, indigenous, religious, racial, ability, and identity groups have had access to justice as established in the founding principles of government

**Vocabulary:** District Attorney, Precedent

**Activities:**

- *YCV Introduction* - Who we are, why we are there, where to find trusted election information from non-partisan sources.
- *Vote with Your Feet* - Through an interactive, guided discussion students will engage in a discussion based on statements surrounding the essential question "What protections are guaranteed to individuals and who has access to that justice?"
- *Create Your Campaign* - The class works in small groups to solve a problem in their community. Students will then pitch to their peers the idea for the campaign, giving students the opportunity to vote on where they would like to donate their time to help solve a community issue.
- *Voter Registration* - Students have the option to complete registration and will be guided through how to fill out the form correctly and understand the process.



## ACTIVATE

### CIVIC LITERACY UNIT 4: CHANGE

**Time:** 55-minute in-class workshop

**Essential Question:** How can you create change?

**Outcomes:** *Students will be able to:*

- Understand that throughout history, individuals work together strategically to enact social change
- Understand that everyone can create meaningful change in our society.
- Know that activism is a powerful way for students to improve their lives and the lives of others.
- Students will be able to develop new understandings of complex historical and current issues through rigorous academic discussions.

**Focus Standards:**

- CL.H.1.4 Explain the impact of social movements and reform efforts on government change, both current and in the past.
- CL.H.1.6 Exemplify ways individuals have demonstrated resistance and resilience to inequities, injustice, and discrimination within the American system of government over time.

**Vocabulary:** social movement; equality vs equity; nonviolent civil disobedience; civil rights; activist; campaign; oppression; protest; dialogue; justice

**Activities:**

- *YCV Introduction* - Who we are, why we are there, where to find trusted election information from non-partisan sources.
- *Vote with Your Feet* - Through an interactive, guided discussion students will engage in a discussion based on statements surrounding the essential question "How can you create change?"
- *Create Your Campaign* - The class works in small groups to solve a problem in their community. Students will then pitch to their peers the idea for the campaign, giving students the opportunity to vote on where they would like to donate their time to help solve a community issue.
- *Voter Registration* - Students can choose to register to vote and will be guided through how to fill out the form correctly and understand the process.

*YCV will also cover comparable units in American History. For questions or to book please contact:*

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