

## **Kids Voting Arizona Clean Elections Supplement (Grades 3-5)**

***Concept: My Vote Gives Me Power***

### **Activity**

### ***The Clean Elections Role Play***

### **Objective**

Students will compare the Clean Elections campaign process to the traditional campaign process.

### **Get Ready**

- ✓ Make several copies of Election Money, so that there is plenty of money to give to the students. Cut the bills apart. (Note: You could also use money from a game such as Monopoly.)
- ✓ Give money to each student, giving more money to a select few students.
- ✓ Discuss with students the different ways candidates use money to “get the word out” about their stand on the issues.
- ✓ Prepare to provide the winning type of dessert.

### **Simulate the Campaign**

#### **Process**

- ✓ Tell students that today we are going to vote on candidates who will decide what we will have for dessert at lunch.
- ✓ Appoint 3 candidates and 2-3 campaign volunteers for each candidate.
- ✓ Assign each candidate a dessert choice they will represent: cake, ice cream, and fruit.

- ✓ Randomly give each candidate some Election Money, secretly giving one candidate much more money than the others.
- ✓ Let each candidate and his/her volunteers develop a ways to convince the voters to vote for him/her and the dessert choice. Assign an Election Money amount for the candidates to “buy” the resources they want to use, for example:
  - Television commercials -- 40 election dollars
  - Posters – 10 election dollars
  - Samples of the dessert (use pictures for the real thing!) – 20 election dollars
  - Debates – free
  - T-shirts for volunteers – 25 election dollars
  - Flyers promoting the candidate – 15 election dollars

As the candidates and workers develop their campaign materials, they must give you the money for the resources they need. They actually develop the materials and use them.

- ✓ While the campaign volunteers and candidates develop their materials, the rest of the class can discuss the ways they will decide how to vote AND how they will decide to give their money to the candidates to use in their campaigns. Tell them to plan the questions they will ask if someone wants their money and/or vote.
- ✓ Periodically, go to each of the groups to let them know they can go ask the other students for money. Also, let them begin to

“campaign” by distributing their materials, running their commercials (short role plays), etc.

- ✓ Appoint an elections committee from the rest of the student group. Have them prepare the ballots, conduct the elections and tally the votes.
- ✓ Let all students vote then analyze the results, using the discussion questions.
- ✓ The winning candidate serves the dessert to the students.

## Questions

Which candidate (dessert) won?

By how many votes?

What was the most effective way the candidates got the message out to the voters?

Why was it effective?

Did the amount of money a candidate had make a difference? Why or why not?

How did you decide to whom to give your money?

Was the candidate’s way of persuading you the most important factor – or was it your personal favorite type of dessert?

Did you feel like you had to vote for the candidate to whom you gave the money?

For the campaign volunteers:

Did you feel like you had to vote for the candidate for whom you worked?

For the candidates: Do you feel that you have to give a bigger serving of dessert to the voters who gave you money?

Is it fair for one candidate to have more money than another candidate?

Why or why not?

What if the candidate elected had served a different dessert?

Should that candidate feel obligated to serve the dessert he/she advocated during the election?

## Clean Elections in Arizona

Tell the students about Clean Elections in Arizona, including the following information:

- Arizona established the Citizens Clean Elections Commission to reform the ways election campaigns are financed.

- Participating candidates get \$5 contributions from a specific number of voters. After that, the Citizens Clean Elections Commission gives them money to run their campaigns. They may gain \$120 maximum from "early seed" money - which are funds raised before the campaign. purpose is to allow more citizens the opportunity to run for lection (even if they don’t have a lot of personal money to spend AND to make sure that candidates don’t feel they owe anything to people who give them a lot of campaign money.

- As a result, candidates don’t have to spend a lot of time raising campaign money. They can spend their time developing campaign materials, participating in debates, and talking to the voters.

- If you give \$5 to a candidate, you do not have to vote for him or her. You can give \$5 to as many different candidates as you like.

- The CCEC funding is available for these offices:

### • **Statewide Offices:**

- Governor
- Secretary of State
- Treasurer
- Attorney General
- Superintendent of Public Instruction
- Corporation Commissioner

### • **Legislative Offices:**

- Senate
- House of Representatives
- Mine Inspector

- The CCEC sponsors debates before both primary and general elections.
- The CCEC prepares Candidate Statement Pamphlets to send out to all registered voters.

**More**

- Students can look for information (news stories, campaign materials, etc.) during the campaign to see who is running Clean.
- Students can watch CCEC-sponsored debates with their parents and look for references to Clean Election funding.
- Students can read and discuss the candidates' statements in the CCEC Candidate Statement Pamphlets.

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