

TOWNSEND HARRIS HIGH SCHOOL,
THE TAFT INSTITUTE FOR GOVERNMENT AND CIVIC EDUCATION,
&
THE OFFICE OF COLLEGE PREPARATORY PROGRAMS,
QUEENS COLLEGE, CITY UNIVERSITY OF NEW YORK
present

**THE TOWNSEND HARRIS HIGH SCHOOL
ELECTION SIMULATION GAME**

**TEACHER'S
MANUAL**

**THE OFFICIAL RULES OF PLAY
for
CAMPAIGN 2019
THE PRESIDENTIAL PRIMARIES**

WHOLE SCHOOL VERSION

ACKNOWLEDGEMENTS

Our project began as part of a discussion in 1996 on what students know about the election process, political campaigns, and the responsibilities of the media in an election. The Game was created out of the collaborative effort of Dr. Michael Krasner, Queens College Department of Political Science and Co-Director of the Taft Institute for Government and Civic Education; Dr. Marvin Leiner, Queens College Preparatory Programs; Lynne Greenfield, Townsend Harris High School Assistant Principal Supervision - Humanities Department and Nancy Leib, Myron Moskowitz and Anthony Scarnati, Townsend Harris High School Humanities Department. More recently, Rafal Olechowski, Townsend Harris's Assistant Principal for the Humanities and Social Studies and Jaime Byrne Baranoff have provided stellar leadership for the simulation.

Our program is made possible by the support of Mr. Brian Condon, Townsend Harris High School Principal, and the skill, dedication, and enthusiasm of the Townsend Harris High School Humanities teachers.

TABLE OF CONTENTS

<u>Topic</u>	<u>Pages</u>
INTRODUCTION	4-7
RULES OF PLAY	8-17
SIMULATION ETHOS AND ROLE OF TEACHER	10
RULE #1 VOTING	11-12
RULE #2 CAMPAIGN FINANCE/TREASURIES	12-16
RULE #3 CAMPAIGN COSTS	16
RULE #4 MEDIA	17
RULE #5 RECORD KEEPING	17
RULE #6 FINES	17
RULE #7 RUNNING THE CAMPAIGN	18
GETTING STARTED	19-31
DAY ONE, ACTIVITY#1 POLITICS IN GENERAL	19
DAYS TWO-FOUR, ACTIVITY #2 ELECTORAL POLITICS	20
DAYS FIVE-SIX, ACTIVITY #3 PLAYING THE ELECTION SIMULATION GAME: RULES, ROLES, AND SOURCEBOOK	21-25
DAYS SEVEN-NINE, ACTIVITY #4 ISSUES AND PARTY PLATFORMS	26-27
DAY TEN, ACTIVITY # 5 ORGANIZING FOR THE GAME	28
GENERAL ASSIGNMENT FOR GRADES 9-11 (THE VOTERS)	29-31
MAJOR EVENTS IN THE ELECTION SIMULATION	32-41
THE KICK-OFF RALLY	32-34
THE CANDIDATES' DEBATE	34-37
THE INTEREST GROUP RALLY	38-39
ELECTION DAY	39-40
TEACHING ELECTION SIMULATION CLASSES	41-71
This section contains detailed descriptions of simulation roles, responsibilities, and activities.	
TEACHING A CAMPAIGN CLASS	41-49
TEACHING AN INTERST GROUP or SUPERPAC CLASS	50-56
TEACHING A MEDIA CLASS	56-69
TEACHING THE ELECTION COMMISSION CLASS	70-71

THE ELECTION SIMULATION GAME

AN INTRODUCTION

WHAT PLAYERS LEARN

Since 1996, the election simulation game has been giving students the chance to 'play politics.' Its value as a teaching tool has been clearly demonstrated for high school students, and it has also been successfully adapted for use with middle school students, and even first and second graders. While the version of the simulation game presented here uses sophisticated technologies, including computer graphics and video editing equipment, you can play effectively with the most basic technology or none at all. The freedom to compete within a rigorous structure excites students and leaves them wanting to play more. What students learn about politics from playing the simulation game is considerable. What they learn about themselves is staggering.

Players of the simulation game get a first-hand introduction to the world of American electoral politics. They develop deeper understanding of the components of an election, the influence of money, and the roles of special interest groups, political parties, and the media. Their skills in research, writing, and public speaking are honed as they begin to master the techniques of persuasion. Students learn how to use money effectively by making a rational budgeting. Players learn the importance of teamwork and leadership. Confronted with realistic dilemmas, they learn to plot effective strategies. In short, players learn life lessons along with academic ones.

THE WHOLE SCHOOL BENEFITS

The benefits of playing the simulation game accrue on a number of different levels. In the Townsend Harris High School Model, the simulation game is played with seniors in the campaign, interest group, and media roles. The remainder of the student body becomes the electorate. The younger students have a unique opportunity to experience what it means to be a voter.

Directly exposed to campaigns and to the media's coverage of them, they learn, first-hand, what it takes to be an educated voter. They learn to discriminate as consumers of media and political messages. They learn lessons of great significance usually not acquired from traditional classroom approaches.

As high school teachers and administrators, we are fully, some would say painfully, aware of the widespread disaffection of high school seniors. The simulation game makes learning exciting and fun. The players are often the first to arrive to class and the last to leave. Sometimes they have to be practically "kicked out" of the classroom at the end of the period. Imagine that! Seniors who can't get enough of civics class! It's amazing and absolutely true. Playing the simulation game during the fall term sets a spirited tone for the rest of the year and provides students with some of their most cherished high school memories.

The spirit engendered throughout the duration of the simulation game permeates the entire school community. The lively campaigns, colorful posters, boisterous rallies, interesting television and radio programs, and social media all help to create a wonderful atmosphere. As teachers, we are amazed that learning can be so enjoyable and that students can be so enthusiastic about a school project.

So much for the seniors. What about the poor first year students, "fresh" from the security of middle school, who are entering the frightening world of high school? Freshmen traditionally feel lost or ignored or become the targets of pranks by 'wise-guy' seniors. The simulation game alters the traditional freshman/senior relationship by making the freshman the largest and most valuable group of voters in the school. Seniors are obligated to 'court' freshman to win their very desirable votes.

SOCIAL STUDIES CONNECTIONS

There are a number of direct and indirect connections as well as parallels to be made between the simulation game and the broader social studies curriculum. It should be kept in mind that the school's entire student body will, at a minimum, observe an election campaign up close. This experience can and should be used in a number of different ways.

All underclassmen are given entree into the simulation game more directly as holders of SIMBUCK accounts; most receive 50 SIMBUCKS, but six (two from

each class chosen at random) receive 1000 SIMBUCKS and act the parts of 'fatcats'. These accounts are akin to money that can be donated to special interest groups or political parties. More attention, of course, is paid to those who are 'fatcats' and the reactions of the 'have nots' demonstrates an important and obvious lesson: politicians pay greater attention to individuals and special interest groups who donate to their campaigns. The powerful effect of money in politics is seen first-hand.

High school juniors typically study United States History and Government and the electoral system. Providing students with a clear understanding of American politics, including topics such as the primary system, and the popular vote versus the Electoral College, is challenging. First amendment issues surface frequently as the simulation game progresses. Players who feel unjustly attacked by the press and/or opposition routinely make accusations of libel and slander. Time is allocated to discuss these legal concepts and ascertain their validity in specific instances. Ethical issues requiring discussion and/or action in both politics and the media arise during the course of the simulation game. Students are introduced to a number of real-world special interest groups and become familiar with the missions and activities of these groups. Lessons related to the role of special interest groups and lobbies can be incorporated easily into the regular curriculum. Students are also introduced to the many and diverse career possibilities of the media and political arena. Finally, opportunities exist for students studying research methods in social science to conduct opinion polls, focus groups and exit polls as part of the simulation game.

BEYOND SOCIAL STUDIES: OTHER CONNECTIONS

The school's Student Leadership class can be directly involved in the simulation game in the role of Election Commission. This provides student leaders with real opportunities to lead. They are called upon to make decisions, implement programs and activities, administer elections, conduct voter registration drives and adjudicate disputes. The hands-on experiences are invaluable and there is a real carry-over from the simulation game to the real world of student government.

Media, Print and Broadcast Journalism classes also play direct roles in the simulation game. Students with technical expertise in broadcasting are enlisted in much the same way that campaigns hire advertising agencies to produce commercials for television and radio. Reporters for the school's newspaper learn how to cover political news as they cover their classmates' participation in these

school-wide events. Math and statistics classes can be used to create a variety of statistical charts and graphs to track the action. Innovative teachers in any number of subject areas can use the activities of the simulation game to bring their subjects to life.

BEYOND THE SCHOOL: CONNECTIONS TO THE COMMUNITY

The simulation game players, in every sense, become experts in the issues and candidates shaping the real elections. This expertise is a valuable resource to be tapped. Visits to senior centers, middle schools, and PTA meetings are excellent outlets for the student players. The students' knowledge of and enthusiasm for politics, in general, and the current election, in particular, are shared with outside groups. Connections between students and senior citizens, older and younger students and parents are wonderful outcomes of participation in the simulation game. Community service in the form of participation in an active political campaign gives students the opportunity to experience the real world of electioneering while campaigning in their own school election.

Depending upon the election being simulated, another connection that can be made links students from different schools all over the United States in conversations about politics. Internet and teleconferencing technology make such connections easy. Imagine students engaged in Internet chats with students playing their same roles in school all over the country.

Let the **GAME** Begin!

What follows is intended as a **TEACHER'S MANUAL** to the simulation game. Its purpose is to help explain how the simulation game is played as well as to describe the nearly 300 possible roles and responsibilities, the daily activities, special events and assessment tools that are part of the program. Please keep in mind that we are presenting the most elaborate version of the game, based on a whole school, resource rich environment.

You can play the simulation game in a great variety of settings. You can play in one classroom, with two campaigns, three interest groups and one newspaper, and it will work just fine. **The Taft Institute website (taftinstitute.org) offers manuals for simpler versions—one classroom and multi-classroom.**

We present a three-part approach.

1. Prepare your students (**PLAN**).
2. Keep them focused on their tasks (**MONITOR**).
3. Hold them accountable (**ASSESS**)

and then stand back and **BE AMAZED!**

The Townsend Harris High School ELECTION SIMULATION GAME

OFFICIAL RULES OF PLAY

for

CAMPAIGN 2019:

THE PRESIDENTIAL PRIMARIES

The purpose of The Election Simulation Game is to create a total political campaign experience that is enjoyable and parallels the real world of politics. Our experience in this area has shown that through widespread participation in The GAME, all players, including those participating as the electorate experience, first hand, American electoral politics.

...and the fundamental rule of the election simulation game is KEEP IT REAL! The simulation game works as a teaching tool ONLY if all players play their roles seriously and participating teachers insist that all players mirror, as closely as possible, actual campaign roles. In fact, we tell our students that it's like other games—it only works, and it's only fun if you take it seriously.

The simulation game is most effective when played at the same time as an actual election campaign. The Campaign 2019 version of the game could, for example, be played from September to November 2019 because the campaigns will be well underway by then, having begun in the spring of 2019.

The Ethos of the Simulation Game and the Role of Teachers

As noted earlier, the simulation game works by creating a structure of rules, assignments, responsibilities, and accountability within which the players exercise their creative (and competitive) abilities. Students must be given the opportunity to succeed or fail on their own.

Teachers should provide feedback, assessing the quality, timeliness, and effectiveness of the students' efforts, whether it is a campaign rally, a debate performance, an interest group's advertisements, or the media's stories. Teachers may also point out the failure of a campaign, an interest group, or a media institution to respond adequately to a certain issue or event.

Teachers should avoid advocating a particular strategy or direction for a campaign, an interest group, or media outlet. The students must play the roles; if the teacher plays the role, then the point of the simulation—for the students to have the experience of politics first hand—is lost.

It would be entirely appropriate for a teacher to say that a campaign was losing steam; it would be entirely inappropriate for a teacher to say that the campaign should run a negative commercial about the opposition's stand on homelessness. It would be entirely appropriate for a teacher to say that an interest group wasn't doing enough; it would be out of bounds to say specifically what they should be doing. A teacher should tell a media group if their reporting has missed an important issue, but should not tell them what language to use or which people to interview.

RULE 1: VOTING

VOTING STRENGTH

RATIONALE: Just as American states differ in population and voting history and, therefore, in voting strength in terms of delegates to the parties' national nominating conventions; the votes from each grade will carry different weights. In the simulation we seek to mirror closely the real election by weighing differently the votes of each grade. To encourage greater interest in the game and enthusiastic participation in the lower grades, freshmen and sophomores receive more voting power than do upper grade students. This pattern also helps to integrate the freshmen because, as noted earlier, the seniors have to court them for their votes.

Voting strength is allocated as follows:

- Freshman votes are equal to **1.5** votes.
- Sophomore votes are equal to **1.0** votes.
- Junior votes are equal to **0.75** votes.
- Senior votes are equal to **0.50** votes

THUS, SENIORS ARE ENCOURAGED TO "COURT THE VOTES" OF THE MORE POWERFUL NINTH AND TENTH GRADES.

ELECTION DAY

RATIONALE: to simulate the role of the voter and to assess the impact of the simulation on the voting public, the actual voting will not take place during class time. Students need to make an effort to vote by going on their own time to a specific polling place.

ELECTION DAY: The school-wide election will be held on Monday, November 4, 2019. The actual voting will not take place during class time. The *polls* will be open in the school lobby from 7:00 AM - 8:00 AM and during all lunch periods. The *polls* will not be open after dismissal.

- The polls are located in an area of the school building that is accessible to students, but not a place where they usually congregate. The school lobby,

for example, is usually an ideal spot while the school cafeteria is inappropriate. Again, it is essential that students be required to make an effort to vote.

- While the polls are open no person shall do any electioneering within the polling place, or within a one hundred foot radius measured from the entrances designated by the election inspectors to such polling place or within such distance in any place in a public manner; and no political banner, button, poster or placard shall be allowed in or upon the polling place or within such one hundred foot radius.

It is incumbent upon the Senior Class to get out the vote

VOTER REGISTRATION

RATIONALE: As in the real world, in order to vote on Election Day, voters must be registered to vote and because these are primary elections, and we are simulated closed primaries (see glossary of terms in Sourcebook at taftinstitute.org), they must be registered in a party. The Election Commission has the task of devising and implementing a method for registering all students who wish to vote. The Election Commission must also develop a means for insuring that only registered voters cast ballots on Election Day. For the purposes of this primary election simulation students could be assigned by teachers to be Republicans or Democrats, or they could be given the choice of which party they want to join.

RULE 2: CAMPAIGN FINANCE

SIMBUCKS

RATIONALE: Issues related to campaign finance, including raising, spending, and monitoring of funds, are not usually included in simulations. Our simulation game emphasizes the raising and spending of money as key strategic activities and decisions. *SIMBUCKS* are The Game's currency.

- Each group in the game, except for media outlets and the Election Commission, begins with a treasury that roughly reflects the relative amount of money that each controls in the real world.
- Underclassmen also receive SIMBUCKS accounts; most receive 50 SIMBUCKS, but six (two from each class chosen at random) receive 1000 SIMBUCKS and act the parts of "fatcats." These underclassmen will be selected and notified of their accounts by the Election Commission. Underclassmen may donate their SIMBUCKS to political parties or special interest groups. Underclassmen may also use SIMBUCKS to form Political Action Committees (PACs). PAC's may run campaigns advancing their political agenda in the same manner as special interest groups, political parties and candidates. PACs must follow the same rules as the interest groups and candidates and are regulated by the Election Commission.

A Note on Campaign Spending in the Real World

Before the Supreme Court's controversial *Citizens United* decision in 2010, campaign spending and activities were mostly carried out by the campaigns themselves and the political parties. Corporations could not give money to campaigns; individual contributions were limited by law. *Citizens United* swept aside these restrictions to open the door to unlimited electoral spending by so-called "outside groups." The most important of the new outside groups are "super PACs" and "social welfare groups." Both can raise unlimited amounts of money from corporations, individuals and others and spend the money to do exactly what campaigns did before—run TV and social media ads and contact voters. Super PACs have to reveal the sources of their funding; social welfare groups do not. The legal fiction the Supreme Court used to justify such groups and activities under the banner of freedom of speech is that the groups don't coordinate with the official campaign.

The money that is given in secret is called "dark money" by critics who believe that such anonymous spending prevents the minimal accountability needed for democratic government and gives much too much influence to rich individuals and corporations. For this reason, some candidates do not form super PACS and do not take corporate donations.

Super PACs come in two varieties. There are independent super PACs such as the Americans for Prosperity or Next Generation Climate Action, which are devoted to a particular cause or the interests of their members. They have complete freedom to decide to whom to give their money and how to spend it themselves. They may participate directly in political campaigns by running ads or contacting voters, or they may give donations to campaigns or to the *second variety of super PAC*. This is the super PAC associated with a particular campaign, in other words, a super PAC devoted to a particular candidate such as Donald Trump or Hillary Clinton or a candidate for the Senate or the House. They take advantage of their ability to raise and spend unlimited amounts of money in support of the candidate.

To reflect the fact that these candidate super PACs now raise considerable money and have taken over many campaign activities, we have, where appropriate, divided campaign roles and treasuries between the official campaigns and the outside groups dedicated to a particular candidate.

TREASURIES

(Data on this page derived with thanks from Opensecrets.org)

<u>Democratic Candidates</u>	<u>Official Campaigns</u>	<u>Outside Groups**</u>
Joe Biden	210 simbucks	25 simbucks
Pete Buttigieg	320 simbucks	0
Kamala Harris	250 simbucks	25 simbucks
Bernie Sanders	460 simbucks	0
Elizabeth Warren	380 simbucks	0

<u>Republican Candidates</u>	<u>Official Campaigns</u>	<u>Outside Groups**</u>
Donald Trump	1,250 simbucks	250 simbucks
William Weld	150 simbucks	0

Republican Interest Groups/Super PACs

Business Roundtable	2,500 simbucks	American First Action** 250
Tea Party*	700 simbucks	
Americans for Prosperity	2,500 simbucks	
National Rifle Association	1,500 simbucks	
American Immigration Forum*	300 simbucks	
American Family Association*	300 simbucks	

Democratic Interest Groups/SuperPACs

AFL-CIO	1,000 simbucks	American Possibilities** 25
Emily's List/Women Vote	700 simbucks	Standing Up For CA's MC**25
Next Generation Climate Action	2,500 simbucks	
United We Dream*	300 simbucks	
Black Lives Matter*	200 simbucks	
Never Again MSD*	150 simbucks	

* In addition to SIMBUCKS, this group will receive an allowance to broadcast a single 30 second *PUBLIC SERVICE ANNOUNCEMENT* on either television or radio.

** In addition to the interest groups and super PACS designated above, this super PAC is designated to spend the sum associated with all the candidate's super PACs.

FUNDRAISING

RATIONALE: As noted above, to generate excitement and stimulate greater participation by lower classmen, an additional 6,000 SIMBUCKS are in accounts controlled by select underclassmen. While the typical underclassman controls 50 SIMBUCKS, 6 underclassmen will be designated *fat cats* and each *fat cat* will control 1,000 SIMBUCKS. They can use them as they see fit. The party campaigns as well as each special interest group can increase their treasuries by convincing underclassmen to contribute to them.

RULE 3: CAMPAIGN COSTS

RATIONALE: Each campaign, committee and interest group will have to carefully plan how to best use its resources to reach the maximum number of voters and/or exercise the most impact on the election.

ADVERTISING

TELEVISION:

- 1 minute 500 SIMBUCKS

RADIO:

- 1 minute 150 SIMBUCKS

PRINT: 1 full page 200 SIMBUCKS

POSTERS: 1 sheet oak tag 50 SIMBUCKS per week

All other sizes are billed proportionately.

PERSONAL APPEARANCES: Candidates and interest group representatives are encouraged to speak directly to voters in classrooms. These appearances are billed as either **speeches** or **town meetings**. A Speech is not followed by a Q and A Session. A Town Meeting is a speech followed by a Q and A session. Speeches and town meetings will be charged in 5-minute intervals.

COSTS PER 5-MINUTES

CLASS	SPEECH	TOWN MEETING
• Freshmen	50 SIMBUCKS	75 SIMBUCKS
• Sophomore	40 SIMBUCKS	60 SIMBUCKS
• Junior	20 SIMBUCKS	30 SIMBUCKS

All other campaign techniques are free of charge.

RULE 4: MEDIA

RATIONALE: Media outlets, whether broadcast or print, must sell airtime or ad-space in order to generate the money needed to broadcast or to publish. If certain minimum costs are not covered, the media outlet will have to close. Each media outlet, therefore, may also be required to sell airtime or ad-space in order to be able to pay its broadcast/publishing fees. The Game's media outlets are governed by the following schedule of costs:

	LENGTH	COST
• Television	5 minutes	750 SIMBUCKS
• Radio	5 minutes	225 SIMBUCKS
• Print	6 pages	400 SIMBUCKS

*Public service announcements count as paid advertising. The media class teacher may relax this rule for the first two broadcasts.

RULE 5: RECORD KEEPING

All groups that spend and/or receive SIMBUCKS are required to keep accurate financial records. The Board of Elections will randomly audit records. Failure to comply with the rules will result in fines and/or injunctions that the Board of Elections deems appropriate.

RULE 6: FINES

The Board of Elections can fine any group if finds responsible for littering, vandalism, excessive noise or disruption of the academic environment.

RULE 7: RUNNING THE CAMPAIGN

Each candidate, national party committee and, special interest group is required to actively engage the electorate.

Each must not only get its message out, but must creatively use all the techniques of a campaign to energize the electorate.

Campaigns, whether candidate or interest group, must use available resources to utilize campaign techniques such as:

- press conferences
- poster campaigns
- TV advertisements
- radio advertisements
- print ad campaigns
- 'stump' speeches
- town meetings
- personal appearances
- rallies
- volunteers

- 'local' campaign offices
- web site development
- slogans

Each campaign must define its message and convince the electorate to buy it!!!

Campaigns are not limited to this list. The only limits (in addition to good taste and political reality) are those of imagination and creativity.

Campaigns must also respond to real world events such as reports of economic conditions, scandals, gaffes, candidates' dropping out, etc.

GETTING STARTED

You and your students are about to be immersed in the world of electoral politics. Begin by discussing what politics means to them.

DAY 1

SUGGESTED ACTIVITY #1: Politics from the Students' Perspective.

AIM: What is politics?

MOTIVATION: Post the word *POLITICS* on the board.

- Brainstorm a list of words and images in response to the word *politics*.
- Write the students' responses on the board.

DEVELOPMENT: Analyze the list as you lead the class through a discussion of the following:

- Why or why not is this list an accurate description of American politics?
- What do you see as a strength of the American political system? Explain.
- What do you see as a weakness in the system? Explain.
- What do you feel needs to be done to improve American politics?

APPLICATION: In a well-developed paragraph, respond to following: If you were given the opportunity to run for political office, would you "Play the political game" or "Take the political high road"?

DAYS 2-4

Your students are going to be participating in an election campaign. They will be playing roles in a campaign organization, media outlet or special interest group. In preparation, students need to develop some insight into how these groups and their operatives work in a real world setting. An effective method of accomplishing this task is to provide students with an opportunity to view the 90-minute political documentary *The War Room* - an insider look at the 1992 Clinton Campaign. The film can help your students develop a sense of what will be expected of them over the next several weeks.

SUGGESTED ACTIVITY #2: Electoral Politics

AIM: To view the film *The War Room*

PROCEDURE: As students view the film, they take notes to help them answer the following:

- How might the media affect the ultimate success or failure of a political campaign?
- Which is more important to winning an election: campaign strategy or the candidate's ideas?
- How can special interests affect the ultimate success or failure of a political campaign?
- Which campaign strategy works better: demonstrating why voters *should* vote for your candidate or demonstrating why voters *should NOT* vote for the other candidate(s)?
- Do campaigns discuss the issues most important to the American people and the world? Why or why not?
- Why do certain issues seem to get left out? Whose interests are served by this pattern? Whose interests are left out?

APPLICATION: Discuss student answers.

DAYS 5-6

The students are now ready to be introduced to the Election Simulation Game. They will be receiving a great deal of information and will require class time to start their reading and discussion of the material. The remainder of the readings should be assigned for homework over the next few days.

SUGGESTED ACTIVITY #3: Playing the Election Simulation Game

AIM: How will we simulate the 2019 New Presidential primaries?

PROCEDURE:

- Assign a specific role to each student by drawing lots. (Our policy has been not to allow cross gender role playing, but not to restrict based on race or ethnicity. We also allow role swapping for two days)
- Distribute the following materials:
 1. ELECTION SIMULATION ROLES:
 2. THE RULES OF THE GAME, and refer students to the
 3. CAMPAIGN 2019 SOURCEBOOK ON THE TAFTINSTITUTE.ORG WEB SITE.
- Allow students some time to read the ROLES and RULES.
- Discuss the readings with the class.
- Peruse the Campaign Source Book with the class.
- Assign specific readings about Party Platforms for homework.

Once roles are definitely assigned, ask students to carry out the following exercise, either as a written assignment or as an oral presentation.

Exercise in Role Understanding

- 1) Describe your role as you understand it, including its main responsibilities and activities.
- 2) What appeals to you about your role? What parts do you think you will enjoy doing? Which parts do you think will be challenging or difficult for you? Have you thought of a way to cope with the difficult parts?
- 3) What's your understanding of how your role relates to other roles? Do you have a boss? Are you anybody else's boss? Do you have co-workers or other people on your level? How will you relate to your boss, your subordinates, your equals? With whom will you work most closely? What work will you do together?
- 4) How important is your role compared to other roles? How important is your role to other people in your group and to the success of your group? What would happen if you do your job badly? What would happen if you do your job well?
- 5) What are three types of information that you will need to help you play your role and make decisions during the campaign? Where will you find this information?

ELECTION SIMULATION ROLES

CAMPAIGN ORGANIZATIONS—Four to six classes

Statewide campaigns

- Candidate and spouse (and Lieutenant Governor and spouse in the case of the Governor; they run as a ticket)
- Campaign Manager
 - Campaign Staff:
 - 1 Director of Communications
 - 1 Spokesperson
 - 1 Appointments Secretary
 - 1 Policy Director
 - Policy analysts/speechwriters specialized by subjects such as Fiscal and economic policy, social policy, or education
 - 1 Media coordinator
 - 1 or more staffers to develop and produce tv, radio and newspaper ads
 - 1 Finance Manager
 - 1 Accountant
 - 1 Pollster
 - 1 staffer
 - 1 Field Operations Director
 - 1 staffer

TOTAL ROLES: 16 or more

Campaign roles and activities are described in detail in the section on teaching a campaign class, pages 40-48.

MEDIA ORGANIZATIONS—TWO CLASSES

PRINT or OnLine: The New York Times

TELEVISION: *Face the Voters*

The Weekly Review

RADIO: *On the Line With...*

EACH MEDIA GROUP WILL INCLUDE THE FOLLOWING ROLES:

PRINT

- Special Feature Writers
- Reporters
- Editor-in-Chief
- Layout Editor
- Finance and Sales Manager and Staff

BROADCAST

- Writer/Technicians
- Host
- Field Reporters (The Weekly Review only)
- Producer /Director
- Finance and Sales Manager and Staff

INTEREST GROUPS AND SUPER PACS—TWO CLASSES

CLASS #1: Conservative (ProRepublican Groups)

- Business Roundtable American First Action
- Tea Party
- Americans for Prosperity
- National Rifle Association
- American Immigration Forum
- American Family Association

CLASS #2: Moderate to Liberal (ProDemocratic Groups)

- AFL-CIO American Possibilities
- Emily's List/Women Vote Standing Up For California's Middle Class
- Next Generation Climate Change Action
- United We Dream
- Black Lives Matter

- Never Again MSD

EACH SPECIAL INTEREST GROUP OR SUPER PAC CLASS WILL INCLUDE THE FOLLOWING ROLES:

- Chairperson
- Treasurer
- Fundraiser
- Field Director
- Policy Analyst
- Media consultant

THE NEW YORK STATE BOARD OF ELECTIONS

- The BOARD OF ELECTIONS (BOE) is responsible for auditing the finances of all campaigns and interest groups.
- The BOE adjudicates, as it sees fit, all alleged violations.
- The BOE is called on to respond as an independent, non-partisan group to respond to allegations.
- The BOE is responsible for running the election in a manner as nearly akin as possible to real election procedures.
- The BOE at Townsend Harris High School is comprised of the Student Leadership class.

DAYS 7-9

These are the last days, for quite a while, of traditional classes. The objective for these days is to familiarize the students with the positions of each candidate. Every student must be well versed in the platforms of each of the major and minor parties. Day 9 should include a quiz/test on the RULES OF THE GAME and selected readings from the SOURCE BOOK.

SUGGESTED ACTIVITY #4: Party Platforms

AIM: Where do the candidates *stand* on the issues?

<u>CANDIDATES:</u>	<u>Specify as appropriate</u>
<u>ISSUES</u>	
HEALTH CARE	
THE ECONOMY	
CLIMATE CHANGE	
TERRORISM	
EDUCATION, K-16	

PROCEDURE:

- Create 5 ISSUE GROUPS
- Assign each ISSUE GROUP one of the issues from the chart.
- Each ISSUE GROUP is to use the SOURCE BOOK and other materials such as web sites to complete one row of the chart and become 'an expert' on that particular issue.
- The ISSUE GROUPS reorganize into CANDIDATE GROUPS.
- Each CANDIDATE GROUP WILL contain at least 4 members - one member from each ISSUE GROUP.
- Each member of the CANDIDATE GROUP teaches the other members of the group about the candidate's position on their particular issue.

APPLICATION:

Each student writes an essay entitled: "The Candidate with a Platform on which I Can Stand".

DAY 10

The students are ready to play the *Game*. The classroom is being transformed into a *war room* if it is a campaign or interest class or into a *newsroom* if it is a media class. The students are primed to play politics.

AIM: Let's get organized!

PROCEDURE:

- Have students write their names on their **ROLE ASSIGNMENT** Sheets.
- Collect the **ROLE ASSIGNMENT** Sheets.
- Reorganize the class into the appropriate groups.
- Discuss with each group its particular responsibilities.
- Start each group on its preparations for the *Game's* first major event: **THE KICKOFF RALLY**.

GENERAL ASSIGNMENT FOR GRADES 9-11

HOW FAIR IS THE MEDIA'S COVERAGE OF THE ELECTION CAMPAIGN?

Real-world media and Simulation media are both important components of the simulation process. As students become immersed in creating and consuming their mock media, they become more observant (and more critical) about the real-world coverage of the campaign.

SUGGESTED ACTIVITY #6: A Media Evaluation Project (This exercise is aimed mainly at the students playing the role of voters and should be done several times during the simulation)

DEFINITIONS:

- **CLIPPING FILE** — A collection of articles cut from newspapers and magazines on a subjECT of interest.
- **FAIR REPORTING** - Relating the news in a balanced, unbiased manner. This is the ideal for the news reporter.
- **BIAS** - Partiality; prejudice in favor of one point of view. A news story can reflECT bias through editorializing, slanting or both.
- **EDITORIALIZING** - A reporter's expression of his/her own opinion in a news story. Reporters are supposed to avoid this practice.
- **SLANTING** - Deliberate or unintentional distortion of the news in such a way as to favor a point of view, a party or a candidate. Intentional slanting aims to influence the reader's (or listener's) opinion through such subtle means as unbalanced quotations and sources, selection of flattering or unflattering photographs, and placement of story. Reporters, editors, photographers, headline writers and layout personnel can all contribute toward slanting a story toward a favored candidate.
- **BALANCE** - The fair presentation of the most important sides of a story. It is achieved by including quotations that represent all the relevant points of view.
- **ISSUE** - A controversial subject that gives rise to discussion and debate.

ISSUE COVERAGE - News stories that focus on the substance of the controversial subjects of a campaign.

HORSE RACE COVERAGE - News stories that focus on which candidate is winning and which is losing and why.

- **NEWS ARTICLE** - A printed story about a recent event or issue.
- **EDITORIAL** - An *unsigned opinion* article that expresses the view of the newspaper, magazine, or news program on a current issue. Near an election, it is common to see editorials endorsing specific candidates.
- **COLUMN** — a *signed opinion* article that expresses the individual opinion of the author. A column often appears with a photograph of the columnist. A column can appear in the same paper with an editorial taking the opposite side on an issue.

PROCEDURE:

- Choose a daily metropolitan newspaper to be your newspaper for the duration of this project. Suggested newspapers include New York Times, the New York Times, the Wall Street Journal, the Daily News, and the Post.
- Clip one **NEWS ARTICLE** from your paper (or select one from TV or radio and take notes on it).
- Clip additional **NEWS ARTICLES** on the **same story or issue** from another newspaper and, when possible, from a Townsend Harris mock media publication (or **selECt** a simulation broadcast and take notes).
- Using the **FAIRNESS AND ACCURACY CHECKLIST**, evaluate each of the articles. Compare your findings in a paragraph.

FAIRNESS AND ACCURACY CHECKLIST

NAME OF NEWSPAPER/T.V. /RADIO BROADCAST _____

HEADLINE/LEAD: _____

DATE: _____ TIME: _____

1. BALANCE: Are the candidates quoted equally? YES ___ NO ___
 Are the quotations chosen fairly? YES ___ NO ___
 Is each candidate's point of
 view given equal weight? YES ___ NO ___
 Are the other sources balanced? YES ___ NO ___
2. NEUTRALITY: Is there editorializing? YES ___ NO ___
3. VISUAL IMAGES: Does the choice of photographs favor
 one candidate over the other? YES ___ NO ___
4. STORY PLACEMENT: Does it correspond to the
 importance of the story? YES ___ NO ___
5. FAIRNESS TEST: Can you tell from this article or
 broadcast, which candidate is favored? YES ___ NO ___

6. CITIZEN'S TEST: Does this article give you as a
 prospective voter the information
 you need to cast an informed vote? YES ___ NO ___

To answer this question systematically, try measuring by column inches or by seconds how much of the story is devoted to fluff, how much to horse-race coverage, and how much to issues or leadership qualities.

MAJOR EVENTS

The *Election Simulation Game* contains a series of major events designed to put the election in the forefront of school-wide activities. Each of these events must be carefully planned and each has a very specific role to play within the eLECTION. At Townsend Harris High School, the major events include the kick-off rally, candidate debate, interest group rally and Election Day. Nowhere is the need for PLANNING, MONITORING AND ASSESSMENT more critical than in the preparation and execution of these events.

THE KICK - OFF RALLY

PURPOSE AND FORMAT

The kick-off rally is the first public event in the election simulation. It is held 5-7 days after roles have been finalized. It fulfills a number of functions.

- It is the players' first opportunity to get into their roles in front of a senior class audience, their fellow simulators. The limited composition of the audience allows each player to 'try-out' his/her role in front of a largely supportive audience and controls the potential 'damage' of a poor performance.
- It allows the players to put a "face" to the major roles and introduces the different players' points of view.
- It allows for the discovery of technical problems in time to be addressed prior to the candidate debates.
- It begins to build the sense of camaraderie and spirit so essential to the success of the Game.

TONE AND PROCESS

- The kick-off rally takes on the look and feel-good atmosphere of a political convention.
- The audience becomes as much a part of the scene as those on stage.
- Candidates and interest group spokespersons have the opportunity to briefly (not longer than 2 minutes) address the audience. The audience is encouraged to be enthusiastic.
- The supporters of a speaker must energetically display their support for their candidate or spokesperson. Slogans and campaign themes are introduced at this rally.
- The spirited scene is documented by the media and becomes a central feature of the first newspapers and broadcasts.

PLANNING AND ORGANIZATION: Who Does What, When and How?

Teachers:

- The teachers undertake the planning for the kick-off rally during the first week of school while planning by the players begins as soon as roles have been finalized.
- The rally date is determined as soon as possible during this week. The space for the rally is selected and secured, a guest list drawn and non-players invited.
- The rally host is determined.
- Teachers review the candidates and other spokespersons' statements prior to the rally.
- A discussion of what makes an effective presentation should be included.
- Teachers are responsible for the development of an assessment instrument to help students process the rally experience.

Rally Host:

The group that hosts the rally has many responsibilities. The selection of the host group is, therefore, critically important. Two basic criteria need to be considered in the selection of a host.

- The host must be non-partisan and have the resources, time and manpower, to carry out the many responsibilities of hosting. Media groups are best suited to host major events.
- The host is responsible for directing the event and decorating the space.
- The host group informs all the players of expectations, time limits, appropriate tone and audience participation.
- The host group provides the master of ceremonies and coordinates activities with the school's technical and stage crews.
- The host group provides a seating plan and ushers to help seat the audience.
- The host group, in short, is responsible for the success of the rally.
- The teacher of the host group keeps the group on task and acts as liaison to the administration, faculty and, staff.

KICK-OFF RALLY CHECKLIST

- | | |
|---|--|
| <input type="checkbox"/> rally date | <input type="checkbox"/> master of ceremonies selected |
| <input type="checkbox"/> space secured | <input type="checkbox"/> script |
| <input type="checkbox"/> decorations | <input type="checkbox"/> inform participants |
| <input type="checkbox"/> 'guest' list | <input type="checkbox"/> consult tech & stage crews |
| <input type="checkbox"/> non-senior classes invited | <input type="checkbox"/> seating plan |
| <input type="checkbox"/> host group selected | <input type="checkbox"/> ushers selected |

THE CANDIDATE DEBATE

PURPOSE

- This is the main issue forum and also the main forum for presenting and judging leadership qualities.
- It is a test of the candidates and campaigns' abilities to prepare the candidates.
- It also tests the media's preparation on the issues and ability to cover this event.

The candidate debate is the single most important event in the simulation. Here votes are won and lost. Polls taken before and after the debates in previous games have clearly demonstrated the significance of the debate. A poor performance can spell disaster and a strong performance can provide a springboard to victory. The importance of the debates cannot be overstated.

tone

The debates are the most formal and serious events of the simulation.

The Townsend Harris High School Model:

- Two debates are staged approximately 2-3 weeks before Election Day.
- Seniors and freshmen attend the first, in the morning, while sophomores and juniors attend the afternoon debate.
- The debate requires each candidate to make opening and closing statements, answer a series of questions posed by a panel of *reporters*, offer rebuttals to opponent's answers and, respond to opponent's rebuttals. All responses are carefully timed. Questions may also be taken from the audience in the style of a town hall meeting.

PLANNING AND ORGANIZATION

Teachers:

- Preparations for the debates begin shortly after the kick-off rally.
- The teachers decide on the date for the debates as well as on the special scheduling required.
- Debates need to be held in an auditorium and that space needs to be reserved. Plans for seating and attendance are given careful consideration. Additional chairs are usually needed to accommodate the larger afternoon audience.

Debate Host:

- A media group or the Election Commission may host the debates.
- The host is responsible for coordinating the efforts of the campaigns and media who are participating in the debates.
- The host group provides a master of ceremonies.
- The host group and its teacher select representatives from the media to serve as panelists for the debate.
- The host group prepares a list of question topics to guide the panelists as they prepare the debate questions.
- The host group teacher and the media teacher monitor the questions. Each question, like all else in the *Game*, mirrors the type of questions asked of actual candidates in national debates. While the candidates are not given questions in advance, they are given a list of question topics.
- The host group arranges a meeting with the campaign managers, at least one week prior to the debates, to set the ground rules for the debates.
- The host group is responsible for coordinating activities with the technical and stage crews in preparation for the use of the auditorium and for decorating the auditorium and setting up the stage. The auditorium is stripped of all campaign posters and materials during the debates; however, the hall and lobby are utilized for campaigning on debate day.

AUDIENCE PARTICIPATION

- Each audience member scores the debate on a *scorecard* produced by the host group.
- The scorecards provide valuable insight into the efficacy of the debates and the data from statistical analysis by either the media or other group such as a social science research class is shared with all media, campaign and special interest groups. In past Games, the scorecards have been the single most accurate predictors of the outcome of the election.
- Each audience member should come to the debate prepared to ask a question of one or more of the candidates.
- Classroom teachers are encouraged to help students prepare to be an active and well-informed audience.

PACE AND PROCESS

- The master of ceremonies keeps the debate moving by adhering strictly to the response time limits agreed to by the campaigns.
- The master of ceremonies and the speakers utilize a timekeeper seated in the front row to warn speakers, at appropriate intervals, as time is expiring.
- The master of ceremonies maintains an appropriately formal tone for the debate and reminds the audience, as necessary, not to applaud or otherwise react to statements made by the speakers.

CANDIDATE DEBATE CHECKLIST

- | | |
|----------------------------|--|
| _____ date | _____ panelists selected |
| _____ reserve auditorium | _____ ground rules meeting |
| _____ additional chair | _____ review & finalize questions |
| _____ special schedule | _____ consult tech & stage crews |
| _____ seating plan | _____ remove campaign posters from auditorium and decorate |
| _____ host group selected | _____ prepare scorecards |
| _____ master of ceremonies | _____ script |
| _____ question topics | _____ score card analysis |

THE INTEREST GROUP RALLY

PURPOSE

This rally is held 1-2 weeks before Election Day. Its purpose is to create a forum for interest groups, quite literally, to take centerstage. Each special interest group creates an informative skit about its mission, point of view or position on ballot questions. Groups are encouraged to make their skits lively and entertaining.

(An interest group rally is one way for the groups to promote their messages. An alternative is for them to construct and lobby/recruit/fundraise from stationary exhibit booths in an area through which students may pass. In either case, or in the case of a different way that you develop, creativity and effectiveness are key.)

PLANNING AND ORGANIZATION

- Preparations for the Interest Group Rally begin approximately one week after preparations for the debate.
- Preparations for both the Interest Group Rally and the Candidate Debate occur simultaneously. It is wise to have these events hosted by different groups.

Teachers:

- Teachers set a date and period for the rally and reserve the auditorium.
- It is advisable to have another room such as the music room, to serve as a waiting area or "green room" for the acts.
- Non-senior classes are invited and a seating plan developed. Interest group teachers approve written scripts at least one week in advance of the rally.
- Teachers need to supervise both the audience and participating students.
- Teachers are responsible for developing an instrument to assess the impact of the rally.

Host Group:

- The host group sets the time limits for the skits.

- It coordinates with the technical and stage crews and identifies any special technical requirements such as music, lighting, video. . The host group arranges a rehearsal.

The day of the Interest Group Rally is a particularly hectic one. The simulation teachers will need to actively supervise all the action. Supervision is needed in the music room, hallway, backstage and, audience. Costumes, props and, other 'stuff' need to be stored in the morning for use in the rally.

INTEREST GROUP RALLY CHECKLIST

- | | |
|---|--|
| <input type="checkbox"/> rally date | <input type="checkbox"/> master of ceremonies selected |
| <input type="checkbox"/> space secured | <input type="checkbox"/> script |
| <input type="checkbox"/> decorations | <input type="checkbox"/> inform participants |
| <input type="checkbox"/> 'guest' list | <input type="checkbox"/> consult tech & stage crews |
| <input type="checkbox"/> non-senior classes invited | <input type="checkbox"/> seating plan |
| <input type="checkbox"/> host group selECted | <input type="checkbox"/> ushers selected |
| <input type="checkbox"/> rehearsal | |

ELECTION DAY

The final major event of the Game is Election Day. Voters can cast their votes in the lobby before school or during their lunch period. The polls are open from 7:00 - 8:00 in the morning and during the three lunch periods. Social Science Research students conduct exit polling to assist the news media's coverage of the election.

Preparation for Election Day should begin about three weeks prior to Election Day. The Election Commission takes the lead role in this activity.

- The lobby is reserved and tables and chairs ordered.
- The Election Commission is responsible for setting up the polls, decorating the lobby and conducting the voting.
- Care must be taken to ensure that voters cast a single ballot and that the process is efficient.
- The Board of Elections is responsible for producing the Scantron ballots, ballot boxes and voter (official class) lists.

- The Board counts the popular votes, tabulates the electoral votes, declares the winner and posts the results.
- Election results must be made available to the media by the end of the day.

Electioneering of any type is strictly prohibited in the polling area on Election Day. Campaigning is encouraged on this day throughout the rest of the building and in front of the building. The media conducts extensive coverage of the voting in the lobby throughout polling hours. Live Election Day coverage should be broadcast to the student body throughout the day.

ELECTION DAY CHECKLIST

- | | |
|-----------------------------------|-----------------------------|
| _____ reserve lobby | _____ election crews: |
| _____ print ballots | _____ morning & lunch bands |
| _____ get pencils | _____ exit polling |
| _____ set-up & decorate lobby | _____ vote counting crew |
| _____ get official class lists | |
| _____ prepare ballot boxes | |
| _____ set-up lobby bulletin board | |
| _____ as election tote board | |

TEACHING A CAMPAIGN CLASS

The key to teaching a campaign class is organization. The class takes on the organizational structure of a campaign. Roles are clearly defined and individuals must be true to their roles and clear as to their responsibilities within the campaign. Some students will seek to do too much, while others will seek to do too little. It is the teacher's role to keep students on task and in role throughout the campaign. **TEACHERS CAN MAXIMIZE THE SUCCESS OF THE GAME THROUGH PLANNING, MONITORING AND ASSESSMENT, NOT BY TAKING A HAND IN THE GAME.** (Please note: the list of roles that follows is geared to the most elaborate version of the game. Some roles are not mentioned in the main election version, but are included here in the event other elections are simulated)

ROLES AND COMMITTEES

MANAGEMENT TEAM: The management team consists of the candidate, spouse, and campaign manager. This group is ultimately responsible for the day-to-day operation of the campaign. This group either makes or approves each and every decision affecting the campaign. Fund-raising is the particular responsibility of the management team.

THE CANDIDATE:

- The candidate is the most visible member of the campaign.
- The candidate must be affable and knowledgeable. He/She is the public face of the campaign.
- The candidate needs to attend rallies, hold press conferences, speak to classes, appear on television and radio shows, appear at fund raisers, debate his/her opponent, and in short, do all those things the real candidate is doing.

THE SPOUSE:

- The spouses also play very public roles.
- Each will be called upon to accompany the candidate at various campaign functions and represent the candidate when he/she is unable to attend.

THE CAMPAIGN MANAGER:

- The campaign manager is the person most directly responsible for the operation of the campaign.
- The campaign manager must keep the members of the campaign focused. He/She must be able to delegate responsibility. All campaign business goes through the campaign manager.

COMMUNICATIONS STAFF: The communications staff includes spokespeople and appointments secretaries and is headed by the Director of Communications. These are the campaign *spin-doctors*. The communications staff prepares all official communiqués, including social media. All appearances are scheduled and coordinated by this group.

THE SPOKESPEOPLE:

- The spokespeople prepare and deliver press releases to the media.
- They help to keep the campaign in a positive light in the press.
- They attempt to direct press coverage of the campaign and to make the candidate as visible as possible in the press.
- The spokespeople will be directly responsible for arranging each of the candidate's press conferences.

THE APPOINTMENT SECRETARIES (OR "SCHEDULERS"):

- The Appointment Secretaries are responsible for maintaining the candidate's schedule.
- They must coordinate with outside agencies to arrange appearances.

THE DIRECTOR OF COMMUNICATIONS:

- The Director of Communications supervises the activities of the press and appointments secretaries and serves as the liaison to the campaign manager.
- The Director of Communications is ultimately responsible for insuring that the candidate, and spouse, are where they are supposed to be at the appropriate time.

POLICY ANALYSTS: The policy analysts are responsible for conducting research on the issues. The campaign needs to know the candidate's position on all relevant domestic and foreign policy issues as well as those of its opponents. The analysts' primary responsibility is to provide the campaign with all the information needed to conduct a winning campaign. The analysts will be relied upon to formulate questions that the candidate may be asked at the candidate debate.

- **SOCIAL POLICY ANALYSTS** concentrate their research on topics such as crime, poverty, health care, education and the like.
- **FISCAL POLICY ANALYSTS** focus their research on budgetary (taxes and spending) issues and monetary policy.

THE POLLSTER devises and administers surveys, and collects, collates and interprets data in order to make recommendations on campaign strategy and substance.

THE FIELD DIRECTOR devises and implements a strategy to recruit volunteers and carry out grass-roots organizing, including but not limited to face to face meetings with individual voters and groups. Also helps to prepare events.

MEDIA TEAM: The media team is responsible for all phases of the creation and production of advertisements and social media postings for the campaign.

The campaign's messaging campaign must be a coordinated effort of print ads and posters along with radio and television spots. The media team must effectively get the candidate's message to the voters. The campaign should strive to create an original campaign or recreate/model the real candidate's campaign.

- TELEVISION AND RADIO COORDINATORS develop ad campaigns and then produce the TV and radio spots.
- THE PRINT COODINATORS develop ad campaigns and then produce the posters and newspaper ads.
- THE SOCIAL MEDIA COORDINATORS develop Facebook pages, Twitter accounts, Instagram posts and all other aspects of digital messaging.
- THE MEDIA CONSULTANT works in close contact with the management team to define the campaign's message and devise a strategy for using the media. The media consultant deals directly with media outlets to purchase airtime and ad space.

THE FINANCIAL TEAM controls the campaign treasury. It keeps the books and presents the campaign manager with a range of financial options and strategies.

- THE ACCOUNTANTS keep the campaign's books, carefully recording income and outlays. Accountants assist in the development of fund raising strategies, preparation of reports and, financial plans.
- THE FINANCE MANAGER supervises the accountants, prepares for audits and reports directly to the campaign manager.

SPEECHWRITERS write for the candidate and spouse. Speeches are necessary for rallies, press conferences, public appearances and debates.

- The speech writers work closely with the management team and the policy analysts as they prepare a number of speeches for the campaign's public figures.
- They begin with the most basic 'stump' speeches and progress to more specialized and issue- specific speeches.
- THE HEAD SPEECHWRITER supervises the speechwriters and reports directly to the campaign manager.

CAMPAIGN ACTIVITIES

Each campaign is required to complete a variety of campaign activities in addition to the scheduled major events. The goal of each activity is to win votes for the candidate. The following is a listing of required activities. Campaigns are not limited to the activities on the list, nor are they limited, by rule, to one of each. A campaign, for example, may choose to hold three press conferences.

PRESS CONFERENCES:

- The candidate should take this opportunity to address a particular issue.
- He/She should make a brief speech and then field questions. The candidate can choose to field any and all questions or just those related to the topic of the press conference.

Hints:

- Do not anger the press (Don't kick a skunk).
- Take steps to ensure that the press is in attendance.
- Give the press plenty of advance notice and follow up to be sure they will attend (they don't have to).
- Schedule your press conference during the period in which the media class meets.

RALLY: This should be loud, colorful and, FUN!!!

- The rally(s) need to be staged in an area where there are lots of voters around. Good rally areas include the cafeteria during lunch periods and the front of the building at dismissal.
- The rally must be carefully orchestrated fun without being foolish, a very fine line.

PUBLIC APPEARANCE!

- This is the classic hand-shaking event. "Hi, I'm _____ and I'd like your vote on Election Day."
- The candidate can appear anywhere large numbers of voters are likely to pass.
- Campaign staff may use this opportunity to distribute campaign literature to prospective voters.

TELEVISION AD CAMPAIGN:

- Ad campaigns contain different types of ads and develop throughout the campaign.
- The first spot should be designed to introduce the candidate to the voters. It should include a slogan or something that viewers will associate with the candidate throughout the campaign.
- The next spots should focus on reasons why viewers should vote for the candidate. They should provide viewers with information about the candidate's stand on the issues as well as the candidate's record. They should be upbeat and positive.
- Negative ads may also be useful if they contain honest, issue-based reasons why viewers should NOT vote for the opposition, such as the opposition won't help the middle class. Negative ads of this type are not examples of *mudslinging or smears*. Mudslinging refers to personal attacks based upon lies or innuendo, such as the Swift Boat campaign against Senator John Kerry in 2004 or the charge that Barack Obama was not born in the U.S. Saying that a candidate has sex with goldfish would be an example of mudslinging or smear tactics. The use of mudslinging as a campaign tactic must be addressed from an ethical standpoint.
The ultimate decision as to the use of mudslinging, however, is up to the campaign management team.
Mudslinging is NOT against the rules.

RADIO AD CAMPAIGN: Same as above

PRINT AD CAMPAIGN: Same as above.

SOCIAL MEDIA CAMPAIGN: Many of the same ideas apply, but there is a possible important difference. Specific social media campaigns may be directed to specific groups of voters based on the issue they care about or the concerns that they have provided information can be gained about these points. The practice is called "microtargeting" and it was practiced extensively by the Obama and Trump

campaigns and has become controversial because critics say it is manipulative.

FUNDRAISER: Candidates often create events such as dinners and rallies at which to raise monies. Campaigns should creatively adapt such practices to the school setting.

SPEECH:

- Speech making is the politician's stock-in-trade.
- The candidate should make several speeches, apart from those delivered at the major events, rallies and press conferences.
- Speeches are given in classrooms. Arrangements must be made with classroom teachers for a candidate to speak to a particular class.
- A speech should not exceed 5 minutes.
- An entourage should accompany a candidate. The entourage may include the campaign manager, spouse, appointment secretary or other members of the campaign.

Once the date and time for a speech is arranged with a classroom teacher the campaign management team **MUST** ensure that either the candidate or another representative

TOWN MEETING: Same as above except the candidate will be allowed to conduct a question and answer segment with the students in the class.

GRASS ROOTS CAMPAIGNING: Impromptu meetings with individual voters or groups in the cafeteria, corridors, or other places.

CANVASSING: Refers to the process of systematically contacting voters to present the candidate and the issues and to solicit support. Closely connected to **GET-OUT-THE-VOTE ("GOTV")** because one purpose of canvassing is to identify likely supporters so that they can be encouraged to vote on election day.

STATUS REPORTS:

The campaign class takes on a life and momentum of its own as the days progress. The campaign teacher's role will be to keep the campaign focused on the tasks at hand and also on the tasks yet to come. Time should be set aside during each classroom session to

speak to the class as a whole in the manner of a coach motivating his/her team. Both formal and informal status reports are included on a weekly basis. A formal approach requires the head of each committee to stand and deliver a brief statement as to what the committee has done that week and plans to accomplish in the following days. An informal approach would take the form of private updates given to you by the members of each committee.

DAILY LOG:

Students must keep a daily *log* of their activities as a member of the campaign. Entries into the journal should *focus on* what the student did that day to help the candidate get eLEcted. Students may choose to respond in the daily *log* to issues and topics ultimately covered in the final paper.

CULMINATING PAPER:

The final activity in the *Game* is the writing of a culminating paper. An effective culminating paper is a serious discussion of the process of electoral politics in general and the student's specific role in particular. A detailed description of the content, format and grading rubrics for the paper are distributed at the beginning of *The Game* to enable students to prepare to write the paper as the activity progresses. The paper is in the range of 5 pages in length and encompasses much of the following:

- A description of the student's particular role.
- A discussion of what the student did.
- A description of the student's greatest accomplishment.
- A description of the student's greatest frustration.
- A discussion of how playing the Election Simulation *Game* impacted upon the student's knowledge *of*, awareness *of* and attitude toward American politics.
- Offer a few sage words of wisdom for future game players.
- Offer suggestions for reforming the American electoral process.

The paper is submitted shortly after Election Day.

DEBRIEFING:

The days immediately following Election Day focus on an analysis of both the real election and the Game

- The election returns are reviewed and parallels discussed.
- The elements of the culminating paper should serve as the basis for a detailed discussion of electoral politics in America.
- A panel discussion involving representatives of each campaign, interest group and, the media is conducted with all participants in attendance.
- A question and answer period follows. This approach allows the players to express their feelings toward and reactions to other players. It gives candidates, for example, a chance to express their frustration with the media while allowing the media an opportunity to respond.
- The teacher must carefully moderate this discussion.

GRADING:

While a political campaign is a team effort and is graded as such, acknowledgement of individual accomplishment must also be built into the grading process. Each student's grade reflects the success of the campaigns as well as individual successes. Rubrics are distributed to the students to provide guidelines for activities as well as to help the teacher to make a final evaluation.

- Each campaign is graded based upon the degree to which it successfully completed the campaign activities described above as well as on participation in the appropriate major events.
- Grades are based on an individual participation in the campaign, scores on tests such as the test on the Rules & Sourcebook test (see *Getting Started*), daily performance, daily log entries and the culminating paper.
- Each student's grade for the Game is an average of campaign and individual grades.

TEACHING AN INTEREST GROUP CLASS

Interest groups play an active role in the Election Simulation Game. Like the candidates, each interest group attempts to sway the voters. The focus of the interest groups varies; some seek the election of a particular candidate, while others endeavor to influence the electorate's position on a particular ballot question. In any case, each interest group is running a campaign and should approach its task as such.

The number of resources at the disposal of each interest group varies. Groups with many members such as labor unions or with a lot of money such as business groups have very large treasuries and staffs while groups such as NYPIRG have small treasuries and staffs. In some cases groups are taken directly from real life and in others the groups in the simulation represent an amalgam or simplification of real world groups

The groups are divided along ideological lines. One class portrays the liberal groups: the American Federation of Labor/Congress of Industrial Organizations (AFL-CIO), Emily's List/Women Vote, Next Generation Climate Action, Standing up for California's Middle Class, United We Dream, Black Lives Matter, and Never Again MSD (the Parkland Students). The second class contains the conservative groups: the super PAC Americans for Prosperity, founded and funded by the Koch brothers, the National Rifle Association (NRA), the Business Roundtable, the Tea Party, the American Immigration Forum, and the American Family Associations.

PACS (Political Action Committees) and SUPER PACS

Superpacs play by different rules from ordinary interest groups and their political action committees. Superpacs may not coordinate directly with a campaign. They may not give money to a campaign. But they can accept unlimited amounts of money in contributions and spend unlimited amounts of money doing the same things that campaigns and other interest groups do—such as running TV ads, canvassing, and engaging in GOTV.

Any interest group that wishes to do so may create its own super PAC or PACs and solicit funds for it or them from other interest groups or individual voters.

Special interest groups have very particular agendas for which they seek public support. A group's agenda may include the election of a particular candidate, support for a particular party and/or, promotion of a position on one or more of the ballot questions. The initial task for each of the special interest groups is to define its agenda. This can only be accomplished through research. Groups should make every effort to establish direct contact with their real life counterparts. Each group must have a clear sense of its agenda by the date of the Kick-Off Rally. It is important to make sure that these groups are really motivated and see their part in the Game as a significant one.

Roles: The success of a special interest group is dependent upon the fulfillment of a number of roles. Because of the relatively small number of students on the staff of each special interest group it may be necessary for some or all to take on multiple roles.

CHAIRPERSON:

- The chairperson is the person most directly responsible for the operation of the special interest group.
- The chairperson keeps the members of the special interest group focused on task.
- He/She must delegate responsibility.
- If necessary, the chairperson may assign staff to duties outside of their particular role in order to accomplish the special interest group's goals.
- All the group's business goes through the chairperson.
- The chairperson serves as the special interest group's spokesperson and makes the group's case to the media, public, and other groups.
- The chairperson prepares all official communiqués. The chairperson prepares and delivers press releases to the media.
- He/She helps to keep the special interest group in a positive light in the press.

POLICY ANALYST:

- The policy analyst is responsible for conducting research on the issues.
- The special interest group needs to know the party's position on all relevant domestic and/or foreign policy issues as well as those of opposing groups.
- The analyst's primary responsibility is to provide the special

interest

group with all the information necessary to conduct a winning campaign.

FIELD DIRECTOR:

- The field director works to educate and mobilize the membership of a mass membership group such as a labor union and to try form alliances with other groups to educate and mobilize members of the general public.

MEDIA CONSULTANT:

- The media consultant is responsible for all phases of the creation and production of messaging for the special interest group.
- The special interest group's messaging campaign is a coordinated effort of social media, broadcast ads and newspaper ads and posters.
- The media consultant must effectively get the special interest group's message to the voters.
- The media consultant works in close contact with the chairperson to define the interest group's message and devise a strategy for using the media.
- The media consultant deals directly with media outlets to purchase air time and ad space.

FINANCIAL TEAM:

- The treasurer controls the special interest group's treasury.
- He/she presents the chairperson with a range of financial options and strategies.
- The treasurer keeps the special interest group's books and carefully records income and outlays.
- He/She assists in the development of fund raising strategies, preparation of reports and, financial plans.
- The treasurer prepares for audits and reports directly to the chairperson. The treasurer must become expert in campaign finance law.
- The fundraiser's primary responsibility is to increase the special interest group's treasury.
- He/She will plan and coordinate all fund raising activity, including formal events and/or individual solicitations.

SPECIAL INTEREST GROUP CAMPAIGN ACTIVITIES:

Each special interest group is required to complete a variety of campaign activities in addition to the scheduled major events. The goal of each activity is to win over the electorate. The following is a listing of required activities. Special interest groups are not limited to the activities on the list, nor are they limited, by rule, to one of each. A special interest group, for example, may choose to hold three fundraisers.

RALLY:

- This should be loud, colorful and, FUN!!!
- The rally(s) need to be staged in areas where there are large numbers of voters around. Good rally areas include the cafeteria during lunch periods and the front of the building at dismissal.
- The rally is carefully orchestrated and controlled fun.

TELEVISION AD CAMPAIGN:

- Ad campaigns contain different types of ads and develop throughout the campaign.
- The spots focus on the reasons viewers should care about particular issues.
- They provide viewers with information about the special interest group's stand on the issues.
- If the special interest group supports a particular candidate, its ads should highlight the candidate's record on the issues of importance to the special interest group.
- The ads are upbeat and positive.
- Negative ads may also be useful if they contain honest, issue based reasons why viewers should NOT support the opposition. Negative ads of this type are not examples of *mudslinging*. *Mudslinging* refers to personal attacks based upon lies, half-truths and, innuendo. The use of mudslinging as a campaign tactic must be addressed from an ethical standpoint. The ultimate decision as to the use of mudslinging, however, is up to the chairperson. Mudslinging is NOT against the rules.

RADIO AD CAMPAIGNS: Same as above.

PRINT AD CAMPAIGNS: Same as above

SOCIAL MEDIA CAMPAIGNS: Same as above

FUNDRAISER:

- Special interest groups raise huge amounts of money to get their message out and/or their candidate(s) elected. The recent Supreme Court ruling in the *Citizens United* case has made it possible for groups to participate directly and without restraint in election campaigns as well as to contribute to candidates and parties. The implications of this decision should be discussed with students.
- The extent of a special interest group's ad campaigns varies according to the resources of the special interest group.
- Those special interest groups with large treasuries develop fairly extensive ad campaigns and are encouraged to enlist the students in Broadcast Journalism to act as their advertising agency.
- Those special interest groups with small treasuries may be entitled to run a *public service announcement (PSA)* at no cost (Consult the *Rules of the Game*).

ALL INTEREST GROUPS

STATUS REPORTS:

The interest group class will take on a life and momentum of its own as the days progress. The teachers' roles will be to keep the interest groups focused on the tasks at hand as well as on the tasks yet to come. Time is set aside each class period to speak to the class as a whole in the manner of a coach motivating his/her team. You should also build-in either formal or informal status reports on a weekly basis. A formal approach would require the chairperson of each interest group to stand and deliver a brief statement as to what the group has done that week and what they are working on for next week. An informal approach would take the form of private updates given to you by the members of each interest group.

DAILY LOG:

Students must keep a daily log of their activities as a member of an interest group. Entries into the journal should focus on what the student did that day to help advance the goal(s) of the interest group. Students may choose to respond in the daily log to issues and topics ultimately covered in the final paper.

CULMINATING PAPER:

The final activity of the *Game* is the writing of a culminating paper. An effective culminating paper is a serious discussion of the process of electoral politics in general and the student's specific role in the *Game* in particular. A detailed description of the content, format and grading rubrics for the paper are distributed at the beginning of the *Game* to enable students to prepare to write the paper as the activity progresses. The paper is in the range of 5 pages in length and encompasses much of the following:

- A description of the student's particular role.
- A discussion of what the student did.
- A description of the student's greatest accomplishment.
- A description of the student's greatest frustration.
- A discussion of how playing the Election Simulation *Game* impacted upon the student's knowledge of, awareness of and attitude toward American politics.
- Offer a few words of wisdom for future game players.
- Offer suggestions for reforming the American electoral process.

The paper should be submitted shortly after Election Day.

DEBRIEFING: The days immediately following Election Day should focus on an analysis of both the real election and the *GAME*

- The election returns are reviewed and parallels discussed.
- The elements of the culminating paper should serve as the basis for a detailed discussion of electoral politics in America.
- A panel discussion involving representatives of each campaign,

interest group, and the media is conducted with all participants in attendance.

- A question and answer period follows. This approach will allow the players to express their feelings toward and reactions to other players. It gives candidates, for example, a chance to express their frustration with the media while allowing the media an opportunity to respond.
- The teacher must carefully moderate this discussion.

GRADING: While a political campaign is a team effort and is graded as such, acknowledgement of individual accomplishment must also be built into the grading process. Each student's grade reflects the success of the campaigns as well as individual successes.

- Each interest group is graded based upon the degree to which it successfully completed the campaign activities described above as well as on participation in the appropriate major events.
- Grades are based on individual participation in the campaign, scores on tests (see *Getting Started*), daily performance, daily log entries and the culminating paper.
- Each student's grade for the *Game* should be an average of group and individual grades.

TEACHING A MEDIA CLASS

Maintaining the proper balance between style and substance is the greatest challenge facing the teacher of the media in the *Game*. Each media outlet needs to develop a particular style of reportage; however, the primary focus must remain substantive. The substantive focus of all media, including *soft* media, is the election and the issues surrounding it. Students learn of the

power and importance of the media first-hand. They will also learn real lessons in the difficulties inherent in covering politics and politicians. The electorate will be influenced by the media's coverage of events and will be confounded by the presence of *soft news* coverage. The question of why cover *fluff* or *drama* when issues of real importance abound is sure to be raised. Why, indeed? The lesson, of course, is a simple one: Soft media, while entertaining and fun, is of little use in the education of a voter. Becoming an informed voter requires effort and a focus on the more issue conscious *hard news media*. Although the Election Simulation Game contains a preponderance of hard news media, the coverage of soft news is also an important component in the game. The media must also consider how much coverage to devote to *horserace news*, meaning news concerning the competitive aspects of the campaign, and how much to give to *substantive coverage* of the candidate's qualifications and positions on the issues.

The media is broadly divided into print, television and radio. The Game should include at least one of each type. Flexibility is a key component of a successful media group. Generally there will not be enough students to allow each to specialize in a singular role. Each student will, therefore, be required to take on a number of different roles in order for the group to produce a finished product.

Keep foremost in planning that the entire student body will be required to consume and evaluate whatever the media class produces. The teacher's guidance, from start to finish, is requisite to the media's success.

PRINT MEDIA

The New York Times (the *New York Daily News* may be substituted here)

We know that there is no substitute for a quality newspaper as a source of information for a voter and that reading a newspaper requires quite a bit more effort than watching television. The Game seeks to teach that lesson to students *before* they become actual voters. Our *New York Times*, like its actual counterpart, contains coverage of both hard and soft news.

ROLES: The publication of *The New York Times* requires the completion of a number of tasks. Students need to be assigned to each of the following roles:

EDITOR-IN-CHIEF

- The editor-in-chief is ultimately responsible for each weekly issue of *The New York Times*.
- The editor-in-chief proofreads and edits every piece of writing that will appear in *The New York Times*.
- The editor-in-chief assigns reporters to cover major events, rallies, press conferences, etc.
- The editor-in-chief writes an editorial for each issue of the paper. In the issue immediately prior to Election Day the editor-in-chief's editorial will endorse a candidate.

LAYOUT EDITOR

- The layout editor is responsible for putting the paper together in an appealing and space-efficient manner.
- The layout editor designs *The New York Times's* masthead and provides a political cartoon for each issue.
- The layout editor is responsible for all artwork and photographs needed for each week's *New York Times*.

REPORTERS

- The reporters are responsible for finding the hard news stories and writing the articles that will appear in each week's *New York Times*.
- The reporters' focus is on the candidates and the issues that are shaping the election. They must be non-partisan and unbiased in their reportage of the news. They must attempt to cultivate reliable sources within the campaigns and interest groups.
- Reporters attend press conferences and cover major events as assigned by the editor-in-chief.

SPECIAL FEATURE WRITERS

- The special feature writers provide coverage of the campaign's soft news.
- Special features articles are 'short & sweet' and may include such things as *Political Flash* (see *New York Times's FLASHpage*), an advice column, a fashion column, a winners & losers of the week column.
- Special feature articles should focus, in the main, on people other than the candidates.

FINANCE AND SALES MANAGER

- The finance and sales manager is responsible for all the advertising that will appear in *The New York Times*.
- The finance and sales manager maintains *The New York Times's* financial records, prepare reports for audits and, sell sufficient advertising space to allow for the weekly publication of the paper.
- The finance and sales manager assists the layout editor regarding the size and placement of ads in edition of *The New York Times*.
- The finance and sales manager supervises the distribution of each week's *New York Times*.

CONTENTS: *The New York Times* is a weekly publication containing a total of 8 - 10 pages printed on both sides of 8 ½ by 11 size paper. Every edition contains the following:

- A masthead
- A political cartoon
- An editorial
- A special feature page (soft news)
- Political advertisements
- News articles (hard news)

TELEVISION

Professional surveys contain information indicating that more and more the voting public looks to television as a major source of political news. The *Game* includes the production and consumption of television as an important component. The Townsend Harris High School model utilizes video taping and editing equipment available in the school.

The *Game*'s television shows must be exactly 5 minutes long, including commercials.

It is advisable to use the general rule that every minute of tape requires an hour to edit.

The *Game*'s two television shows are contained on a single tape for a total weekly broadcast time of 10 minutes. A copy of the tape along with a rating and response sheet is distributed to each social studies classroom for viewing at the classroom teacher's discretion at any time during the broadcast week.

FACE THE VOTERS

This television show is modeled after the typical Sunday morning interview show with an interactive twist. Each weekly show features, along with the

show's host, either a candidate or an interest group spokesperson as a guest. The show opens with the host interviewing his/her guest followed by a question & answer segment featuring videotaped voter questions for the guest to answer.

Face the Voters is a hard news program. The voter questions are serious, issue-based questions. The opening interview is videotaped live and the guest's answers to the voter questions are also videotaped live.

ROLES: The successful broadcast of *Face the Voters* requires the completion of many tasks.

PRODUCER/DIRECTOR:

- The producer/director is ultimately responsible for the quality and content of each week's show.
- The producer/director books the guest for each show and arranges the date, place and time for the show's videotaping.
- The producer/director, working closely with the school's audio-video staff, is responsible for the technical aspects of the show's production and editing.
- The producer/director directs the videotaping of the show and selects the voter questions to be used each week.
- The producer/director creates the title and music that will be used to open every show.

WRITER/TECHNICIANS:

- The writer/technicians conduct the research and help to write the questions and follow-ups that will be asked of the guests.
- The writer/technicians operate the cameras, lights and audio equipment used during videotaping both in the studio and in the field.

HOST:

- The host, in addition to hosting the show, will assist in research and writes the questions and follow-ups that will be asked of the guests. It is absolutely essential that the host anticipates how is/her guest may answer each question and is prepared to ask follow-up question(s) appropriate to the guest's response.
- The host also prepares follow-up questions to the voters' questions and is prepared to ask those if necessary. Remember, this is a hard-news show; the host needs to be tough, yet fair. The goal is to arrive at the truth regarding the candidate's position on the issues. This requires a well-prepared host and preparation comes from thorough research.
- The host, along with a writer/technician, solicits and videotapes several voter questions each week. It is advisable to videotape several more than you will actually need and allow the producer/director to choose the best from among them.

FINANCE AND SALES MANAGER:

- The finance and sales manager is responsible for all the commercials that will appear on *Face the Voters*.
- The finance and sales manager maintains *Face the Voter's* financial records, prepares reports for audits and sells sufficient airtime to allow for the weekly broadcast of the show.
- The finance and sales manager works closely with advertisers to ensure that editing deadlines are met.
- The finance and sales manager provides the producer/director with videotaped commercials.

The Weekly Review:

The Weekly Review is a light-hearted look at the school-wide election campaign. *The Weekly Reviews* studio host will report on the events of the past week and preview upcoming events while its field reporters will provide on the scene coverage of breaking news. *The Weekly Review* will feature a 'winners & losers of the week' segment (modeled after *NY1*) as well as a 'Question of the Week' segment (modeled after Jay Leno) in which randomly selected underclassmen are asked to answer a seemingly simple question about the election.

ROLES: The successful broadcast of *The Weekly Review* requires the completion of many tasks.

PRODUCER/DIRECTOR:

- The producer/director is ultimately responsible for the quality and content of each week's show.
- The producer/director arranges the date, place and time for the show's videotaping.
- The producer/director, working closely with the school's audio-video staff, is responsible for the technical aspects of the show's production and editing.
- The producer/director directs the videotaping of the show and selects the 'Question of the Week' responses to be used each week.
- The producer/director creates the title and music that will be used to open every show.
- The producer/director assigns field reporters to cover major events.

WRITER/TECHNICIANS:

- The writer/technicians conduct the research and help to write the show's script.
- The writer/technicians operate the cameras, lights and audio equipment used during videotaping both in the studio and in the field.

STUDIO HOST AND FIELD REPORTERS:

- The studio host, in addition to hosting the show, will assist in research and script writing.
- The studio host anchors the 'Winners & Losers of the Week' segment.
- A field reporter, along with a writer/technician, solicits and videotapes several responses to the 'Question of the Week'. It is advisable to videotape several more responses than you will actually need and allow the producer/director to choose the best from among them.
- Field reporters are used to cover major events.

FINANCE AND SALES MANAGER:

- The finance and sales manager is responsible for all the commercials that appear on *The Weekly Review*.
- The finance and sales manager maintains *The Weekly Reviews* financial records, prepares reports for audits and sells sufficient airtime to allow for the weekly broadcast of the show.
- The finance and sales manager works closely with advertisers to ensure that editing deadlines are met.
- The finance and sales manager provides the producer/director with videotaped commercials.

RADIO

The Election Simulation Games radio shows are broadcast over the schools public address system. The call-in show utilizes the classroom telephone system to create a live link between the listeners and the broadcast studio. The Election Simulation Game's call-in radio show is 10 minutes long, including commercials, and is broadcast live during all lunch periods. The broadcast is heard in the cafeteria as well as any classroom, with the classroom teacher's permission.

On the Line with (host's first name):

On the Line with ... is a live, listener call-in show modeled after its National Public Radio namesake. The show consists of a host and a guest. It opens with the host introducing the show's topic, reminding listeners that they will be asked to call-in with questions for the guest, giving the studio's phone number, introducing the guest and, interviewing the guest. Caller questions are then broadcast and answered.

ROLES: The successful broadcast of *On the Line with...* requires the completion of many tasks.

PRODUCER/DIRECTOR

- The producer/director is ultimately responsible for the quality and content of each week's show.
- The producer/director books the guest for each show.
- The producer/director, working closely with the school's audio-video staff, is responsible for the technical aspects of the show's production.
- The producer/director directs the broadcast of the show.
- The producer/director creates the introduction and the music that is used to open and close every show.

WRITER/TECHNICIANS:

- The writer/technicians conduct the research and help to write the questions and follow-ups that are asked of the guests.
- The writer/technicians operate the audio equipment and the public address system during broadcast.
- The writer/technicians assist in the answering and screening of calls to the studio.

HOST:

- The host, in addition to hosting the show, assists in research and writes the questions and follow-ups that will be asked of the guests. It is absolutely essential that the host anticipates how his/her guest may answer each question and is prepared to ask follow-up question(s) appropriate to the guest's response.
- The host is also prepared to follow-up the listener questions as well. Remember, this is a hard-news show; the host needs to be tough, yet fair. The goal is to arrive at the truth regarding the guest's position on the issues. This requires a well-prepared host and preparation comes from thorough research.

FINANCE AND SALES MANAGER:

- The finance and sales manager is responsible for all the commercials broadcast on *On the Line with...*
- The finance and sales manager maintains *On the Line With...* financial records, prepares reports for audits and sells sufficient airtime to allow for the weekly broadcast of the show.
- The finance and sales manager works closely with advertisers to ensure that editing deadlines are met.
- The finance and sales manager provides the producer/director with commercials recorded on minidisk.

ALL MEDIA

STATUS REPORTS:

The media class should take on a life and momentum of its own as the days progress. The media teacher's role is to keep the media focused on the tasks at hand and on the tasks yet to come. Time should be set-aside during each classroom session to speak to the class as a whole in the manner of a coach motivating his/her team. Both formal and informal assessment is included in the sessions. Both formal and informal status reports are included on a weekly basis. A formal approach requires the head of each group to stand and deliver a brief statement as to what the group has done that week and what stories they are working on for next week. An informal approach would take the form of private updates given to you by the members of each group.

DAILY LOG:

Students keep a daily log of their activities as a member of a particular media outlet. Entries into the journal should focus on what the student did that day to help cover the election campaign. Students may choose to respond in the daily log to issues and topics ultimately covered in the final paper.

CULMINATING PAPER:

The final activity in the *Game* is the writing of a culminating paper. An effective culminating paper is a serious discussion of the process of electoral politics in general and the student's specific role in particular. A detailed description of the content, format and grading rubrics for the paper are distributed at the beginning of the *Game* to enable students to prepare to write the paper as the activity progresses. The paper is in the range of 5 pages in length and encompasses much of the following:

- A description of the student's particular role.
- A discussion of what the student did.
- A description of the student's greatest accomplishment.
- A description of the student's greatest frustration.
- A discussion of how playing the *Game* impacted upon the student's knowledge of, awareness of and, attitude toward American politics.
- An offer of a few sage words of wisdom for future game players.
- An offer of suggestions for reforming the American elECtoral process.

The paper is submitted shortly after Election Day.

DEBRIEFING: The days immediately following Election Day focus on an analysis of both the real election and the *Game*.

- The election returns are reviewed and parallels discussed. The elements of the culminating paper serve as the basis for a detailed discussion of electoral politics in America.
- A panel discussion involving representatives of each campaign, interest group and, the media is conducted with all participants in attendance.
- A question and answer period follows. This approach will allow the players to express their feelings toward and reactions to other players. It gives candidates, for example, a chance to express their frustration with the media while allowing the media an opportunity to respond.
- A teacher must carefully moderate this discussion.

GRADING:

The production of a newspaper, television show or, radio show is a team effort and should be graded as such, however, an element of individual accomplishment should also be built into the grading process. The students' grades should reflect the success of their group as well as their own individual success. Rubrics are distributed to the students to provide guidelines for production as well as to help the teacher to make a final evaluation.

- Each media outlet is graded based upon the quality of the product it produced on a weekly basis for the duration of the *Game*.
- Individuals are graded based upon their own performance as demonstrated by his/her: score on the Rules and *Sourcebook* test (see *Getting Started*), daily performance, daily log and, culminating paper.
- Each student's grade for the *Game* is an average of his or her group and individual grades.

TEACHING THE ELECTION COMMISSION CLASS

The Election Commission as portrayed in the Simulation Game is an amalgam of the New York City Board of Elections and the New York State Board of Elections, which are charged with registering voters and administering election day activities at the city and state levels, respectively. The Game's Election Commission has a number of responsibilities ranging from enforcing the *Rules of the Game* to doling out SIMBUCKS to operating the polls on Election Day. In short, the Election Commission is responsible for regulating all facets of the game.

ROLES: The success of the Election Commission is dependent upon the successful completion of a range of tasks. The Election Commission's table of organization includes a chairperson, commissioners, inspectors and, auditors. Each member of the Commission is required to complete a series of tasks.

CHAIRPERSON: The chairperson is ultimately responsible for overseeing all the work of the Election Commission.

The chairperson:

- Sets the agenda for Commission meetings.
- Casts the deciding vote in the event of a tie among the commissioners.
- Delegates responsibility for tasks.

COMMISSIONERS:

- Adjudicate alleged campaign violations.
- Act as a court: hearing arguments, weighing evidence, determining fault and, levying fines and/or injunctions.
- Arbitrate disputes as they arise within the context of the game.
- Arrange a method of distribution and a system for transfer of SIMBUCKS.
- Develop and implement a process of voter registration.
- Set-up and operate the polls on Election Day.
- Protect the integrity of the election by insuring that only those who are registered vote.
- Tabulate and post the election results according to the game's electoral rules.

INSPECTORS: Inspectors are responsible for seeing to it that campaign rules, especially those regarding posters, litter and excessive noise are being followed.

AUDITORS:

- Ensure that SIMBUCKS are being accurately transferred. . Periodically examine the books of campaigns, interest groups, political parties, political action committees and campaign donors.
- Record the transfer of SIMBUCKS as an outlay in one group's ledger and as income in another group's ledger.
- Ensure that all SIMBUCKS are accounted for within the game.

ASSESSMENT: Members of these groups will maintain a daily log of problems and issues.