


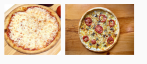


## What's Your Issue? Script (HS/college)

	<p><b>TO THE TEACHER:</b> This module can be taught in person or remotely.</p>	<p><b>Slideshow and script.</b></p> <p><u>For remote presentations,</u> Be sure your computer is set to allow sound on the video in the last frame. To do so, click on the share button, but before you click on the image to start the slide show, look in the lower left corner. You will see two boxes, one to enhance video and one to allow sound. Check both boxes. Then click on the image to share the slideshow on your screen.</p> <p><u>For both in person and remote presentations:</u> When presenters need to modify what is said and done, depending on whether they are in person or remote, we have color coded the script for ease of use. <b>Directions specific to remote presentations are in red,</b> and <b>those specific to in person presentations are in blue.</b></p> <p><u>For both in person and remote presentations:</u> When presenters need to modify what is said and done, depending on whether they are in person or remote, we have color coded the script for ease of use. <b>Directions specific to remote presentations are in red,</b> and <b>those specific to in person presentations are in blue.</b></p>
1		<p><b>TO THE TEACHER: Introduce LWV and its goals of empowering voters and defending democracy and introduce ourselves as volunteers.</b></p> <p>SAY:</p> <ul style="list-style-type: none"> <li>● The League of Women Voters maintains a non-partisan stance regarding political parties and candidates but does take positions on issues. However, Energizing Young Voters, an initiative of the League, remains issue-agnostic. We believe it is our responsibility to help all young people determine which issue <u>they</u> want to support and learn how to use our democratic processes to achieve their personally held goals.</li> <li>● We encourage you students to take positions you believe in, whether those lean left or right or are somewhere in the middle. You are also urged to remain respectful to others, to accept the ideas of other people as <u>true for them</u>. They don't have to be true for you. We urge you to listen to understand, not to change your own values or perspectives or the values and perspectives of another person. Our lessons are designed to help students make change using the political process, not make change in another's ideas or positions through unproductive arguments.</li> </ul> <p>Say: "As we move towards a more perfect union, issues that challenge our democracy arise. It is clear that more and more frequently, young people are bringing attention to these issues since they know that resolving them – or not -- will affect their lives for years to come. "</p>

2		Intellectual property agreement
3		Directions to the user
4		Directions to the user
5	<p>What kind of pizza do you prefer?</p> 	<p><b>TO THE TEACHER: Develop the idea that it's OK for people to think differently from one another.</b></p> <p><b>IN PERSON</b>  Ask students to look at the images and decide whether they prefer plain pizza or pizza with toppings. Have them go to one side of the room if they prefer plain and the other side if they prefer toppings.</p> <p><b>REMOTE</b>  Put the <a href="#">link for the poll</a> in the chat and have students complete the poll. Once everyone has completed the poll, click on the link yourself. Click on the pencil in the lower right corner. At the top, you will see a tab that says "responses." Click on that tab and you will see pie charts displaying the results from your class.</p> <p><b>TO THE TEACHER:</b></p> <ul style="list-style-type: none"> <li>● Ask students on each side to give positive reasons for their choices (no name calling or mud slinging about the other option.) Invite 2 or 3 people to speak.</li> <li>● Ask if anyone would like to change their mind after listening to the thought behind the choices of the other side. If anyone does, allow them to move.</li> <li>● Make a comment about how few people change their minds.</li> </ul>



## TO THE TEACHER:

**IN PERSON** Follow the same procedure as above, but use the four corners of the room to have students demonstrate their preferred sport.



**REMOTE:** Follow the same procedures as above.

### SAY:

- Does anyone have a different idea altogether? Allow that student to explain their thinking.
- Again, notice how few people change their minds. Most people are pretty committed to their beliefs, and we are not likely to change their minds.
- Is there anything wrong with someone holding a different opinion than yours? Why not?
- We don't have to agree all the time, but when we don't we can learn to understand why others think the way they do.
- I'd like to compliment those of you who were able to really listen to the opinion of someone with a different point of view and the reasons for that person's opinion without worrying that you needed to think the same way.

### SAY:

- Let's consider something that might be a greater challenge to our civility. Some issues or positions exist in the United States today where people have strong disagreements.
- We are going to hear from a few young leaders in those movements.
- For each of these "hot topics," just as with the pizza and the sports, some of you may agree with the young leader's point of view. Others may not like the positions the young leader is taking on the issues. We don't need to agree. Our job is to try to understand why they think the way they do.
- Remember. During this lesson, we don't need to agree. In this activity, we are not judging or arguing the positions taken. We are not deciding whether or not to change our minds - because we know that's very unlikely to happen.
- Different ideas exist. Our country has debated our differences since the Constitution was established. Debate will continue as long as we live in a democratic republic like the United States because one of our principles is that no one is forced to believe a certain way.
- It is our job as citizens to work through our disagreements and continue to "become a more perfect union".
- It is our job today to try to understand how people act on what they believe to

RE		<p><b>SAY:</b> There are many young people around your age demonstrating global, national and local leadership around critical issues. Leaders “do” things -- many different kinds of things -- and are very different individuals.</p> <ul style="list-style-type: none"> <li>As you watch, make notes: <ul style="list-style-type: none"> <li>What <u>actions</u> they are taking to try to bring about a change in an issue important to them</li> <li>What <u>personal qualities they have</u> which help them be effective as a leader.</li> </ul> </li> </ul> <p><b>TO THE TEACHER:</b> Play videos, one at a time. Videos are about 1 min each. Pause slightly between them. Remind students to make notes about what they saw and heard. Here are the questions you need to answer. <b>If remote, copy and paste these questions in the chat</b> <b>In person, put the questions on the board as a reference.</b></p> <ul style="list-style-type: none"> <li>What personal traits or leadership qualities does each have that help them be effective?</li> <li>What did they “do” - what actions have they taken?</li> </ul> <p>After the videos, go to the next slide for group discussion. Depending on the size of the group, the facilitator can decide whether</p> <ul style="list-style-type: none"> <li>students go into small groups to discuss, then share with the whole group</li> <li>Or, share their observations directly with the whole group.</li> </ul>
8		<p><b>SAY:</b></p> <ul style="list-style-type: none"> <li>What is <b>one</b> thing you noticed about the personal qualities of the leaders or the actions they took to work towards their goal?</li> </ul>



**SAY:**

- There are so many things happening in the world today that it's almost impossible to keep track. It can be completely overwhelming at times.
- Let's take a look at some of the issues that people before you have suggested were important today.

**TO THE TEACHER:** CLICK 8 times Read aloud as the slide reveals: jobs, racial justice, health care, environment, immigration, education, war.

- Ask students to mention one or two other things that might be added to this list. (like Covid-19 or our justice system)
- Remember **for yourself** -- there are two or more sides to each of these issues, so **be sure to stick to the idea of issue agnosticism**.
- However, when the students suggest other ideas, those can be right-leaning or left-leaning. If needed, remind students of the responsibility of listening with respect; they have a right to that respect when they express their own ideas.

**SAY:**

- It is impossible for a single individual to have a substantial impact on every issue facing our democracy. But you can have an impact on one issue without becoming burned out.
- Think for a minute; narrow down these possibilities to the one or two issues that you feel the most passionate about changing.

**TO THE TEACHER:**

IN PERSON, ask students to write on a sticky note the one issue they feel most compelled to work on. They can post it on their desk or table. Walk around and read aloud what people have written without expressing any judgment.

REMOTE: Use the jamboard.

- (Copy and paste the [link](#) - which is on the slide into the chat.
- Students click on the link or copy and paste it in a new tab on their browser.
- When students are on the jamboard, model for them how to grab a sticky note and write on it.
  - At the left side of the board, there is a box with icons. From top to bottom, the icons are for: a pen, an eraser, selecting, grabbing a sticky note, adding an image, drawing a circle, making a text box (not needed for writing on a sticky note), and a laser pointer.
  - Put your mouse on the sticky note icon and click. A sticky note appears on the board. You can choose different colors, type right on the note and move it around, go back in and edit if you like.
  - You can copy, edit or delete your note by clicking on the three dots at the upper right of your sticky note
  - You can add an image - or use any of the other tools from the bar at the left. .

**SAY:**

- Keep your one or two narrowed down issues in mind.
- You can't possibly and don't have to fix everything, but you can do something about your topmost issue.
- Focusing on one issue makes change do-able.
- From this activity, you can see that other people have different issues as their priority.
- You can trust that they will do the work on those issues - because they care so much.



**SAY:** Let's have some fun with a poll. In this poll, there is no right answer to the question. Your reasons are what is important. Ask the question on the screen.

**TO THE TEACHER:**


**IN PERSON**

If the size of the group allows, have students who think the answer is yes go to one corner of the room, those who think no to the opposite corner. Those who can't decide or see arguments on both sides can go to the center of the room.

- Ask one or two students from each corner to (civily) explain why they have chosen that position.
- After this, ask students if any of them want to change their own position now that they've heard from the others.
- Allow them to do so, and if time, ask them what convinced them to change their minds.
- Make the point that this kind of discussion is important in our democracy. Listening to understand (not necessarily agree with) and assuming the responsibility to speak about your position in a way that lets others think about it is an important skills that makes democracy work better.

**REMOTE:**

- Copy this link into the chat to share with your students: <https://forms.gle/HGAvEWtKdKgR1fPC6>
- The link will take students to a form that asks them to answer yes, no or maybe to the question on the screen.
- Once students have a chance to answer, CLICK ON THE PENCIL ICON AT THE BOTTOM OF THE FORM, THEN ON THE "RESPONSES" tab at the top. A pie chart will appear with the spread of students' answers.
- Comment without judgment on the range of answers. Then tell students they are going to take a deeper dive into this question.

12		<p><b>SAY:</b> Leaders are only part of the picture.</p> <p><b>CLICK:</b> Who else is needed?</p> <p>.</p> <p><b>CLICK</b></p> <p>Both leaders and supporters are needed to make change. They work together. There are plenty of choices of actions to take at every level.</p>
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**SAY:**

- When citizens care about an issue, how can they get involved in making a change?
- Here are two possible actions.”

CLICK

to show “Lead a protest”

CLICK Discuss the news with someone.

CLICK Tell students: There are many other possibilities.

CLICK QUICKLY 8 MORE times to display all the X’s on the circle.

**TO THE TEACHER:**

**IN PERSON:** Have students write one additional thing people can do to effect change on a sticky note. Have them bring their ideas up to the board (or on another surface) and place them over an X. Comment on their ideas as they post them.

**REMOTE:**

- Let’s hop over to the jamboard. Use the link on the slide (get involved.):
- Alternatively, have students unmute and offer responses

In either strategy, if no one offers “**vote**” be sure to add that yourself! In big letters!!

**SAY:**

- EVERY action is important.
- Followers and leaders work together to reach their goals.
- Each action has a different type of impact, but ALL actions move us along the arc to justice.



**SAY:** I want to make a difference. Where do I start?

- There are many levels of government. Each level responds to the same issue, but in different ways.
- You need to work at the right level for the change you want to see.
- Most issues are dealt with on many levels at the same time.
  - Consider the environment.

CLICK

- On the national level, laws are passed governing pollution by large interstate corporations or financial subsidies are given to certain companies to help provide energy resources.

CLICK

- On the State level, laws are passed to create parks or to protect beaches within the state.

CLICK

- On the County level, recycling cans might be placed in county colleges or in county parks

CLICK

- On the Municipal level, plastic bags may be banned in businesses

CLICK

- At the school board level, there may be a switch from plastic to paper straws in the school cafeteria.

Think about it: What is something you might really be able to achieve and what level of government has control over that objective?

15



**SAY:** So who makes the decisions about your burning issue at each level?

CLICK

At the national level in Washington, it's the President, the Senators, and the Representatives in the House.

CLICK

At the state level in Olympia, it's the Governor, the State Senators (different from Washington senators), and the Legislature (again, different from those in Washington.)

CLICK

At the Municipal level in your town, it's the Council people and the Mayor.

CLICK

At the County level in NJ, it's the Commissioners, the Sheriff, the Clerk, etc.

CLICK

At the school board level, it's the local, elected, community members.

**SAY:**

- You have much greater power to make changes at more local levels, like your town and the county.
- Find out when your council meetings are held and watch (many are available online) or attend. Just your presence, even if you don't speak a word, can be a powerful influence since most people don't attend. It shows you really care."



**TO THE TEACHER:** This slide begins with the same photos, then builds to explain who works on the issue and decides what to do?

CLICK

**SAY:** Let's find out who your legislators are.

**TO THE TEACHER:** Ask students to use their devices or phones (if allowed) and actually do the following. If students are not allowed devices or phones in class, demonstrate and use yourself as an example, using the "Find Them Here" link (Common Cause) on the slide to show how using an address brings up the list of representatives from national to county level (a random address is there as an example.)

**REMOTE:** Copy the link into the chat to reach the Common Cause website. Have students click "change your address" and type in their own address for their own representatives to appear. Suggest that they write this website down to refer to later.

**IN PERSON:** have students use the QR code to reach the Common Cause website. Have students click "change your address" and type in their own address for their own representatives to appear. Suggest that they write this website down to refer to later.

CLICK

**TO THE TEACHER:** Demonstrate how www.govtrack.us works to let a person know what bills legislators sponsor. Click on the Instagram link on the slide (@govtrack) or www.govtrack.us and fill in your school's or your own address.

**SAY:** How can you understand the positions of individuals on both sides of the aisle?

- A website called A Starting Point is – well, just what it says, a starting point for understanding how people on both sides of an issue view it.
- Remember, these are the positions of individuals, not the party to which they belong although beliefs tend to be more similar among members of the same party than the beliefs of those in the other party.

CLICK

**TO THE TEACHER:**

- Click on A Starting Point link (www.astartingpoint.com) to hear 2 minute clips on issues from both sides of the political aisle.





**SAY:** Where can you find out who is in charge and what's going on at the more local level?

CLICK:

- Check their websites
- **TO THE TEACHER:** If time allows,
  - Open a tab and use your own town/city's website to locate the council members and the Board of Education members.
  - It's easiest to have this tab open before you begin the presentation, then return to the slide show

CLICK:

**SAY:**

- Go to public meetings (calendar is posted on their website) and you can express your views during the "public session" portion of the public meeting

CLICK:

- If you can't get there,

CLICK

- Many meetings are virtual

CLICK

- You can read the minutes

CLICK

- You can also go to "work sessions"

CLICK

- This is where the real discussion takes place and decisions are made prior to voting at the public session.



CLICK

- You can't talk here, but you can listen and learn a lot

**TO THE TEACHER:** Make the point: the students can begin small and locally, like Greta, even if they are living with big challenges.

**SAY:** Greta is especially unique as she lives with a number of personal challenges. Does anyone know the first step she took?

- Thunberg's activism began when she was in elementary school by persuading her parents to adopt lifestyle choices that reduced their own carbon footprint.
- In August 2018, at age 15, she started spending her school days outside the Swedish Parliament to call for stronger action on climate change by holding up a sign reading *Skolstrejk för klimatet* (School strike for climate).
- Soon other students engaged in similar protests in their own communities. Together they organized a school climate strike movement under the name *Fridays for Future* ([https://en.wikipedia.org/wiki/Greta\\_Thunberg](https://en.wikipedia.org/wiki/Greta_Thunberg))

<p>18</p>		<p><b>SAY:</b> Wow! That’s a lot of information. You’re probably wondering if you can remember everything -- or do anything.</p> <ul style="list-style-type: none"> <li>• You may be thinking, “Do I really have any power?”</li> <li>• The answer is a clear, loud, “YES.”</li> </ul> <p>CLICK:</p> <p>Most people fall somewhere in-between being a strong leader and doing nothing. You came up with lots of ‘in-between’ actions people can take if they feel passionate about an issue.</p> <p>CLICK:</p> <p>To make change, both leaders and supporters are needed.</p> <p>CLICK:</p> <p>You get to decide on how engaged you want to or can be. A word of advice: start small.</p>
<p>19</p>		<p><b>TO THE TEACHER:</b> Let students read to themselves, “here’s why”</p> <p>CLICK:</p> <p>And “Let me ask you a question or two”</p> <p><b>SAY: :</b></p> <ul style="list-style-type: none"> <li>• Have you ever been to a holiday dinner where certain topics can’t be mentioned because one person or another will be upset by the subject matter?</li> <li>• Or do you know people who will no longer speak to one another at all?</li> <li>• Do you know some individuals who become upset about everything that happens and that makes the news?</li> <li>• Do you know anyone who has become depressed or burned out because of the problems they see in the world today?</li> </ul> <p><b>SAY:</b> Fueled by mass media that churns out one crisis after another 24 hours a day, 7 days a week, feelings are high, feelings that can take a toll if we don’t take care of ourselves and our mental health</p>

**SAY:**

- Think back to the young leaders in the video clips.
  - How effective would Greta be if she tried to address climate change - **and** BLM, **and** LGBTQ+ issues?
  - How effective would Kristin be if she tried to address pro-life policies- **and** gun rights **and** free speech on college campuses?

**CLICK;**

- Do you think Greta Thunberg, David Hogg, Kristin Turner, and Charlie Kirk have experienced satisfaction, excitement, a feeling of power?
- Do you think they have also faced frustration, anger, or other emotions that test their well-being?
- All of those feelings are normal. But some of them can really get us down and make our world seem pretty dark.

**TO THE TEACHER:** Lead a discussion to answer the question, “What are some of the things we can or should do when we start to feel overwhelmed?”

**CLICK****SAY:**



- Let’s look at two young people who have been role models for good mental health recently.
- How have Naomi Osaka and Simone Biles shown us the importance of mental health?


**TO THE TEACHER:** If students are unfamiliar with Naomi and Simone:

**SAY:**

- Naomi Osaka wore masks supporting the Black Lives Matter movement with the names of young people who had died. She experienced extreme pressure from the press. She put her mental health first and stopped giving press conferences until she felt OK again.
- Simone Biles also put her mental health first. She backed out of the Olympics for which she had trained for years and in which she was very likely to medal. Olympics drug regulations required that she stop taking her medication for ADHD. She began to experience what many gymnasts do at times (the *twisties* - when they aren’t aware of where their body is in space.) Simone chose mental health and physical safety first.

● We can look up to all of these young people, role models who are making a

21		<p><b>SAY:</b> Is it possible to bring about change?</p> <p>CLICK</p> <p>You can start small - even just among your friends and family, or in your school or community. Even small changes have a positive impact on the future. The rewards are great for us all.</p> <p>CLICK -</p> <p><b>SAY:</b> Will you? Wait 10 seconds before moving on</p> <p>CLICK</p> <p><b>TO THE TEACHER:</b> IF TIME ALLOWS (6 min.): Use the trailer for the book <a href="#"><i>Turning 15 on the Road to Freedom</i></a> (link on slide) Lynda Blackmon Lowery was involved with the Children's March during the struggle for civil rights in the 60's and now encourages other young people to "be a history maker, just like me."</p>
22		<p>CLICK</p> <p><b>SAY:</b> So, you have found your issue</p> <p>CLICK</p> <p>You know the levels of government you can impact</p> <p>CLICK</p> <p>You know if you are ready to be a leader or supporter</p> <p>Click</p> <p>Are you ready to make change happen? Learn the "how-tos" in Module 2 I AM the change.</p> <p>CLICK :</p> <p><b>REMOTE</b> Please put the <a href="#">FEEDBACK FORM</a> link in the chat and ask students to complete it today.</p> <p><b>IN PERSON:</b> Please have students scan the QR code on the screen and give immediate feedback.</p> <p><b>TO THE TEACHER:</b> If the form has responses from another group when you preview the lesson, right click on the form, and use the clear responses option. Your form will then contain only your participants' responses.</p>

26		references