



YOU CAN VOTE

(20-30 minutes)

OBJECTIVE

Students work together to perform various actions.

MATERIALS

Index cards; various props that can be used to act out the different sentences

GET READY

- ✓ Prepare a stack of 10 or so index cards.
- ✓ Collect some items that relate to voting in addition to other props. (See the “Instructions” section.)

INSTRUCTIONS

- ✓ Create the *You Can Vote* cards as a class before playing. Each card should contain the second half of a sentence that begins with, “You can vote...” Below are a few examples, but you and your class can think of others.
 - ✓ “. . . to elect the president of the United States.”
 - ✓ “...to make your voice heard”
 - ✓ “...on Election Day.”
 - ✓ “...when you are 18.”
 - ✓ “...to make a difference in your community.”
 - ✓ “...because it is your right.”
 - ✓ “...because it is your responsibility.”
 - ✓ “...since you are part of a democracy.”
 - ✓ “...at a local polling precinct.”
- ✓ Make sure to review the *You Can Vote* cards with your students before playing the game. This will give the students some context for their guessing.

- ✓ Divide the class into groups of three or more.
- ✓ Create a section of the room to turn into the “performance space” (an open area where the students can act out scenarios).
- ✓ Have the groups perform one at a time after drawing a *You Can Vote* card. A representative from each group should draw the card from the pile and share it with everyone in their group, but there can be no discussion among group members.
- ✓ When you tell the group to go, they must create an instant scene that can last no more than 10-15 seconds (using pantomime, sounds, props, etc., but no words) that conveys the sentence they have chosen. This can be done in many different ways: one person may become the person who is voting, while the others become the environment, or ‘supporting’ characters. The challenging part is that the group cannot discuss or plan ahead of time.
- ✓ After the group has performed their sentence, have the rest of the class try and guess which *You Can Vote* card the group drew. These guesses are important because they are a form of descriptive feedback on the effectiveness of the performance. By knowing what the audience saw, the group can judge how effectively they have communicated.
- ✓ After receiving guesses, the group should reveal what card they had drawn.
- ✓ Repeat this process until all groups have performed.

**YOU CAN VOTE** (continued)**DISCUSSION QUESTIONS**

- ★ *How did you feel about this activity? Was it difficult or easy for your group to act out the sentence?*
- ★ *What was challenging about working with your classmates in this activity?*
- ★ *What was helpful about working with your classmates in this activity? Would it have been easy to act out a sentence on your own?*
- ★ *What did you learn about collaborative work?*
- ★ *If you could do this activity again, what would you do differently?*