

TOWNSEND HARRIS HIGH SCHOOL
in collaboration with
THE TAFT INSTITUTE FOR GOVERNMENT
&
THE OFFICE OF COLLEGE PREPARATORY PROGRAMS,
QUEENS COLLEGE
presents

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

**TEACHER'S
MANUAL**

**THE OFFICIAL RULES OF PLAY
for
CAMPAIGN 2010
NEW YORK STATE'S ELECTION
FOR
FOR GOVERNOR,
MULTICLASSROOM VERSION**

ACKNOWLEDGEMENTS

Our project began as the outcome of a series of conversations 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; 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, Susan Getting, Townsend Harris's Assistant Principal for the Humanities and Social Studies has provided stellar leadership for the simulation.

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The Townsend Harris High School
Taft Institute for Government
ELECTION SIMULATION GAME

OFFICIAL RULES OF PLAY
for
CAMPAIGN 2010:
MULTICLASSROOM VERSION
(TWO OR THREE WEEKS
DURATION)

THE NEW YORK STATE ELECTION
FOR GOVERNOR

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 2009 version of the game could be played from for the three weeks leading up to the November 3 election.

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, an interest group presentation, a debate performance, 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, or 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 ad about the opposition's stand on homelessness. 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.

The simulation that follows is based on the unique simulation *GAME* developed and refined by teachers at Townsend Harris High School and the Taft Institute for Government. Since 1996 this simulation model has been adapted each year for presidential primaries, presidential elections, gubernatorial and senatorial elections, state legislative, mayoral and other municipal elections. Numerous high schools, middle schools, and even elementary schools in New York City, Connecticut, and elsewhere have played the *GAME* with great success.

At Townsend Harris the *GAME* is played by the entire school for a period of two months that coincides with the last two months of the real-world election.

The teachers manual and sourcebook for that long and elaborate full school version of the *GAME* may also be found on this web site.

This version of the *GAME* is shorter and simpler and requires fewer resources—it assumes four classrooms of approximately 25-30 students and a duration of two or three weeks. (We also offer suggestions for how to scale the simulation up if you have more classes participating or if you have more time) The essence of the *GAME* is to combine structure, freedom, and accountability. Students are assigned roles that simulate the real world of politics, but they have the freedom to execute those roles as they see fit. Students welcome the freedom from classroom routine, but operate within a structure that emphasizes accountability. Competition and creativity drive the game.

If possible, the simulation should be scheduled to coincide with the last two weeks of the real world election. The simulation election should take place on the Monday before the real world election on Tuesday. This allows the simulation election to take place without being influenced by the results of the real world election and then allows comparisons to be drawn during the debriefing discussion after the real world election.

STRUCTURE AND RATIONALE:

Because this version works with only four classes the teachers involved are asked to preside over the election by playing the role of the Election Commission. Two major party campaigns with five roles apiece and one independent party campaign with two roles are stipulated, along with two media groups, with four roles apiece and five interest groups with four roles apiece. The total of full-time roles, including the three campaigns, the interest groups, the newspaper and the tv news is 40.

This leaves about two-thirds of the students to play the role of the electorate. All the students who participate, whether as citizens or as players of full time political roles, receive particular, detailed assignments that include written work. All are expected to participate actively and thoughtfully in the simulation *GAME*.

OVERVIEW OF GAME ACTIVITIES—VERSION I **THREE WEEK DURATION**

(Details of each day follow the overview)

Week One—Provide background on politics, campaigns and elections, Distribute roles, Begin research

Day One—Brainstorm on politics

Days Two and Three—See excerpts from the film “The War Room” and discuss campaigns, voting, and the media’s role in elections

Day Four— Research Party Platforms

Day Five— Distribute roles and begin campaign preparation

Week Two—Playing the Simulation Game

Day One—Kickoff Rally

Day Two—Informal campaigning

Day Three—Campaigning continues

Day Four— First Newspaper distributed

Day Five—Campaigning continues

Week Three—the Game’s Homestretch

Day One—Interest Group Rally

Day Two—Candidates Debate

Day Three—Second News paper distributed

Day Four-- Election takes place; Results tabulated

Day Five-- Debriefing

Student papers collected and discussed. Assignments described below.

VERSION TWO—TWO WEEK DURATION

Week One—as above

Week Two

Day One—Kickoff Rally

Day Two—Interest Group Rally

Day Three—Candidates’ Debate

Day Four—Newspaper published and tv broadcast

Day Five—Election and Debriefing

NOTE ON SCALE: HOW TO EXPAND

IF YOU HAVE MORE CLASSROOMS OR MORE STUDENTS PER CLASS THAN STIPULATED HERE, YOU CAN EXPAND BY USING THE FULL SCHOOL VERSION OF THE MANUAL ON THIS WEB SITE. YOU COULD ADD SPECIFIED ROLES TO THE CAMPAIGNS OR MEDIA OR INTEREST GROUPS WHERE MANY ROLES ARE NOW COMBINED. YOU COULD ALSO ADD MORE INTEREST GROUPS (SEE PAGES 18-19 ?????OF THE FULL SCHOOL MANUAL FOR MORE DETAILS)

GETTING STARTED

Week one

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 2-3 (note homework assignment for day 4)

Your students are going to be participating in an election campaign. They will be playing roles in a campaign organization or media outlet.

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 excerpts from 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 is more effective: 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.

Homework Assignment for Day 4

- 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.

DAY 4

The objective is to familiarize the students with the positions of each candidate. Every student must be well versed in the platforms of each party.

SUGGESTED ACTIVITY #3: Party Platforms

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

NEW YORK GUBERNATORIAL CANDIDATES 2010

<u>CANDIDATES:</u>	Republican	Democrat	Ind
<u>ISSUES</u>			
TAXES/THE ECONOMY/ THE BUDGET			
EDUCATION, K-12			
HIGHER EDUCATION			
HEALTHCARE			
REFORM OF STATE GOVERNMENT			

PROCEDURE:

- The *ISSUE GROUPS* reorganize into *CANDIDATE GROUPS*.
- Each *CANDIDATE GROUP* will contain at least 5 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 5

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 2009 New York City elections?

PROCEDURE:

- Assign a specific role randomly to each student. We allow students from different racial or ethnic groups to portray a candidate, but don't allow girls to play men or boys to play women.
- Distribute the following materials:
 1. ELECTION SIMULATION ROLES:
 2. THE RULES OF THE GAME, and refer students to the
 3. CAMPAIGN 2009 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 (on line at Taftinstitute.org) with the class.
- Review with each group its particular responsibilities.
- Help each group prepare for the first activity of the simulation GAME—THE KICKOFF RALLY!

CAMPAIGN RULES

RULE 1: VOTING

VOTER REGISTRATION

As is true in the real world, all citizens must register to vote. For the purposes of the simulation, all students are assumed to be citizens. The Election Commission (the teacher) establishes a process by which students register to vote. Campaigns should encourage and recruit citizens to register and to vote. The Election Commission must also develop a means for insuring that only registered voters cast ballots on Election Day.

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. (But if logistics demand a classtime, classroom vote, so be it)

ELECTION DAY: The election will be held on Monday, November 2, 2009 (if the simulation is being run during the last two weeks of the real world campaign). The actual voting will not take place during class time. The *polls* will be open in an area designated by the Election Commission during the times set by the Election Commission.

- While the polls are open no person shall do any electioneering within the polling place, or within an area designated by the Election Commission; 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 campaigns to get out the vote

RULE 2: CAMPAIGN FINANCE

SIMBUCKS

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

- Each campaign begins with a treasury that roughly reflects the relative amount of money that each controls in the real world.
- Citizens also receive *SIMBUCKS* accounts; most receive 20 *SIMBUCKS*, but three in each class (chosen at random) receive 100 *SIMBUCKS* and act the parts of "fatcats." These students will be selected and notified of their accounts by the Election Commission. All citizens may donate their *SIMBUCKS* to campaigns or not, as they see fit. They may also use *SIMBUCKS* to form Political Action Committees (PACs). PAC's may run campaigns advancing their political agenda in the same manner as a real world special interest groups. (See glossary in Simulation Sourcebook at Taftinstitute.org for definitions of PACs and interest groups). PACs must follow the same rules as the campaigns and are regulated by the Election Commission.

Note: The treasuries that follow are meant to reflect as much as possible the real world situation. As you will notice, however, the ratio of Bloomberg's funds to Thompson's is not as great as it is in the real world where Bloomberg is likely to spend ten times or even twenty times more than Thompson. We reduced his advantage in order to create a more competitive situation. This point could be discussed in class.

TREASURIES

- Cuomo Campaign 1400 SIMBUCKS
- Republican Campaign 1000 SIMBUCKS
- Paladino Campaign (if running independent) 1000 SIMBUCKS
- Hospital Workers Union 400 SIMBUCKS
- Teachers Union 400 SIMBUCKS
- New York Charter Schools Assoc. 300 SIMBUCKS
- Greater New York Hospital Assoc. 400 SIMBUCKS
- NYPIRG (New York Public Int. Res. Grp) 50 SIMBUCKS*

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

FUNDRAISING

RATIONALE: As noted above, to generate excitement and stimulate greater participation by citizens, additional SIMBUCKS are in accounts controlled by select citizens. While the typical student controls 20 SIMBUCKS, three students per class will be designated *fat cats* and each *fat cat* will control 100 SIMBUCKS. They can use them as they see fit. The party campaigns 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

NEWSPAPER ADS: 1 full page 100 SIMBUCKS and others in proportion

CLASSROOM POSTERS: 1 sheet oak tag 50 SIMBUCKS per day.
All other sizes are billed proportionately.

PERSONAL APPEARANCES: Candidates are encouraged to speak directly to voters in the classroom. 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. The length of a personal appearance will be set by the Election Commission (5 minutes is a suggested length).

Cost per personal appearance—50 SIMBUCKS

All other campaign techniques are free of charge.

RULE 4: RECORD KEEPING

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

RULE 5: FINES

The Election Commission can fine any group if it is responsible for littering, vandalism, excessive noise or disruption of the academic environment.

RULE 6: RUNNING THE CAMPAIGN

Each campaign 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, the dropping out of candidates, etc.

THE ELECTION COMMISSION

- The ELECTION COMMISSION (EC) is responsible for auditing the finances of all campaigns
- The EC adjudicates, as it sees fit, all alleged violations.

- The EC is called on to respond as an independent, non-partisan group to respond to allegations.
- The EC is responsible for running the election in a manner as nearly akin as possible to real election procedures.
- THE EC IN THIS VERSION OF THE SIMULATION IS PLAYED BY THE TEACHERS.

CAMPAIGN ROLES AND ACTIVITIES

TWO MAJOR PARTIES—Democrats and Republicans—TWO CAMPAIGNS WITH FIVE ROLES EACH:

ROLES

The candidate

The Spouse

The Campaign Manger/Policy analyst/

The Director of Communications/Media Coordinator/Speech Writer

The Finance Manager

(If the candidate does not have a spouse the role of Policy Analyst should be separated from the role of Campaign Manager and combined with Speech Writer, which should be separated from Director of Communications/Media Coordinator)

THE CANDIDATE:

- The candidate is the most visible member of the Campaign and is the ultimate authority in 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 MANGER (NOTE: THIS SIMPLIFIED VERSION OF THE SIMULATION COMBINES THE REAL WORLD ROLES OF CAMPAIGN MANAGER, APPOINTMENTS SECRETARY (OR "SCHEDULER"), AND POLICY ANALYST)

- 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.

POLICY ANALYST

- 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 necessary to conduct a winning campaign. The analysts will be relied upon to formulate questions that the candidate may be asked at the candidate debate and for writing for the candidate. Speeches are necessary for rallies, press conferences, public appearances and debates.

APPOINTMENTS SECRETARY

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

DIRECTOR OF COMMUNICATIONS/MEDIA COORDINATOR/SPEECH WRITER THIS ROLE COMBINES THREE REAL WORLD ROLES.

PRESS SECRETARY

- The Press Secretaries 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 press secretaries will be directly responsible for arranging each of the candidate's press conferences.

MEDIA COORDINATOR

- The Media Coordinator is primarily responsible for developing an advertising strategy, and creating and placing ads in a timely way.

SPEECHWRITER

- Speechwriters prepare a number of speeches for the campaign's public figures. They begin with the most basic 'stump' speeches and also work to prepare candidates for press conferences and town meetings by briefing them on issues and suggesting ways of responding to questions from the media and the voters.

FINANCE MANAGER/FIELD DIRECTOR

COMBINES TWO REAL WORLD ROLES WITH TWO MAIN FUNCTIONS

- THE FINANCE MANAGER supervises the accountants, prepares for audits and reports directly to the campaign manager.
- 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.

ONE INDEPENDENT PARTY (PALADINO)—two roles (IF RUNNING)

One person to play the candidate. One person to play all staff roles. Inevitably, the candidate will share the work with the staff person. (This campaign should be encouraged to recruit volunteers.)

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 insure 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).
-

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

- The rally need to be staged in a way that creates enthusiasm among potential voters
- 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 district campaign literature to prospective voters.

AD CAMPAIGN:

- Ad campaigns contain different types of ads and develop throughout the campaign.
- The first ad 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 ads 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 . 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.

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.
- An entourage should accompany a candidate. The entourage may include the campaign manager, and policy analyst/speechwriter
- The time and date of the speech should be arranged with the teacher/EC.

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

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.

TEACHING CAMPAIGN CLASSES

STATUS REPORTS:

The campaign class takes on a life and momentum of its own as the days progress. The 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 students to stand and deliver a brief statement as to what the campaign 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 the campaign.

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 affected 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.

INTEREST GROUP ROLES AND ACTIVITIES

ROLES

Chairperson

Policy Analyst

Outreach Director

(Combines Field Director and Media Consultant)

Treasurer

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 become 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 of the special interest 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.

OUTREACH DIRECTOR, COMBINING FIELD DIRECTOR AND MEDIA CONSULTANT

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 advertisements for the special interest group.
- The special interest group's ad campaign is a coordinated effort of print ads and posters along with radio and television spots.
- 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.

TREASURER/FUNDRAISER

- 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 especially those regarding the expenditure of soft- money.

- 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.

ACTIVITIES

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 real estate developers have very large treasuries while groups such the United Parents Association or the Straphangers Campaign have small treasuries. 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

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 Interest Group Rally. It is important to make sure that these groups are really motivated and see their part in the Game as a significant one.

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 distortions, 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.

PRINT AD CAMPAIGNS: Same as above

FUNDRAISER:

- New York City campaigns may be publicly financed or not depending on the choice of the candidate. Those who accept public matching funds must abide by limits on campaign spending. Those who choose to finance their campaigns privately, like Michael Bloomberg, are not bound by those limits. Special interest groups, however, raise huge amounts of money to get their message out and/or their candidate(s) elected.
- Students are directed to the *Sourcebook* readings about New York City campaign finance laws.
- 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*)*
- PSA' must be aired during the first week of broadcasts.

TEACHING 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.

MEDIA:PRINT AND BROADCAST

NOTE: THIS VERSION STIPULATES A NEWSPAPER AND A TV PROGRAM. WHILE THE NEWSPAPER IS FAIRLY EASY TO PRODUCE, THE TV SHOW REQUIRES VIDEO EQUIPMENT TO RECORD AND TV MONITORS IN EACH CLASSROOM TO SHOW THE PROGRAM. IF YOU DON'T HAVE THE TV EQUIPMENT, SWITCH TO RADIO AND USE EITHER TAPE OR DIGITAL RECORDERS AND BROADCAST EITHER THROUGH THE SCHOOL'S PA SYSTEM OR THROUGH BOOM BOXES IN EACH CLASSROOM.

NEWSPAPER—THE NEW YORK TIMES: FOUR ROLES

THE NEW YORK TIMES

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 *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
- Layout Editor
- Special Features Writer/Reporter
- Reporter

Editor in Chief

- The editor in chief is responsible for each weekly issue of *New York Times*.
- The editor-in-chief proofreads and edits every piece of writing that will appear in *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 the paper, which endorses 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 *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*.

Special Features Writer

- At the direction of the Editor in Chief, feature writers prepare in-depth analyses of issues or candidates or their qualities or of specific events or situations in the campaign.

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.

ACTIVITIES

CONTENTS: *New York Times* is a weekly publication containing a total of 4-5 pages printed on both sides of 8 ½ by 11 size paper. Every edition contains the following:

- A masthead
- An editorial
- Political advertisements
- News articles (hard news)

BROADCAST GROUP "THE WEEKLY REVIEW"

Note: For other possible broadcast choices, see the full school manual on this web site. This choice reflects the growing general impact of "fake news" shows, i.e., satirical shows and, in particular, the fact that such shows have the greatest influence on young voters.

The Weekly Review is a light-hearted look at the school-wide election Campaign (Think, *The Daily Show*). *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* could also 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 insure that editing deadlines are met.
 - The finance and sales manager provides the producer/director with videotaped commercials.

TEACHING MEDIA GROUPS

STATUS REPORTS:

The teacher's role is to keep the media focused on the tasks at hand and on the tasks yet to come. Because of the short duration, it is important that the media begin defining story topics and researching and reporting stories promptly. While the events of the campaign provide obvious topics, the students should be encouraged to develop other stories that analyze policy or leadership issues.

Maintaining the proper balance between style and substance and horse race and substance is the greatest challenge in teaching the media group. Each media outlet needs to develop a particular style of reportage; however, the primary focus must remain substantive.

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* 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*.

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.

Keep foremost in planning that the entire class 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

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 the newspaper, 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.

- The newspaper is graded upon the quality of the product it produced.
- 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.

GENERAL ASSIGNMENTS FOR STUDENTS PORTRAYING CITIZENS

1. MEDIA LITERACY

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, who is an employee of the newspaper. 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.
 - **OP ED ARTICLE**—a *signed* opinion article by a guest writer who is not an employee of the newspaper, usually selected because of expertise or position.

PROCEDURE:

- Choose a daily metropolitan newspaper to be your newspaper for the duration of this project. Suggested newspapers include Newsday, 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.

GENERAL ASSIGNMENTS FOR STUDENTS PORTRAYING CITIZENS(con.)

2. CITIZEN'S LOG

Each student who is playing the role of a voter should keep a daily log of all contacts with the campaigns or the media, and any conversations or other contact with other voters that bears on the campaign. Students should also record any thoughts, feelings or observations about the campaign and the election, both the simulation and the real world versions. Students should keep track of

- which candidate they favor, that is,
- how they think they will vote, and why,
- what they think of the campaign's events and the candidate's efforts on any particular day,
- what they think is the most important issue of the election.

3. CULMINATING PAPER:

As for the other roles, the final activity for voters 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.
- An account of how the student's feelings and perceptions changed during the course of the simulation.
- 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.

