

To follow reading and discussion of "What Does It Take to Run for Office?" on page 48.



**LIFE & CAREER: ACTIVITY 1**

# What Does It Take to Run for Office?

TEACHER TRANSCRIPT:

- TEACHER: Divide class into groups of three-four students. Each group should receive a poster board, markers, etc.
- TEACHER: "Today your group will comprise the campaign committee for a potential political candidate. It can be a local, state, or federal office of the group's choosing. Each person in the group will play a role in the campaign of the person who will be running. Each of you will research one important topic that the candidate will address during the campaign."
- TEACHER: "Before we begin, read the NEXT article, "What Does It Take to Run for Office?". This article will give the group a better understanding of what might be considered as you prepare the campaign platform topics."
- TEACHER: Copy and paste the following specific instructions on a PPT slide for students to view and review during the project.

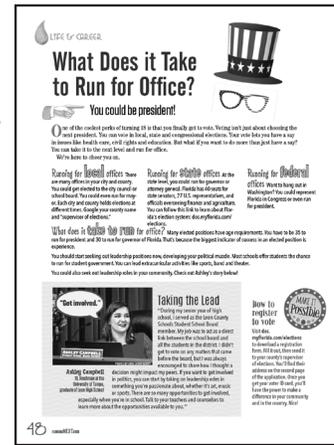
(Copy and paste these activity instructions using one PPT slide)

- Decide what level of government the candidate will be campaigning on, local, state, or federal. Your platform topics must be directly associated with the issues and problems appropriate to the level of office chosen. (HINT: review the NEXT article with the group to make this decision)
- Research using the Internet to determine the most important issues of your potential constituents. As a group, determine which four topics will be addressed as the campaign's platform.
- Rule about 2.5 inches across the top of the poster board. In this area, enter the names of those in the group, the level of office (local, state, federal), the specific position, and the four topics chosen.

**Ex. State Office**      **Florida State Senator and Candidate's name**

**Topic 1**      **Topic 2**      **Topic 3**      **Topic 4**

- Under each topic, include three-four important points that the potential candidate must address during the campaign. Provide two-three sentences describing the problem/issue.
- Proofread all work.
- Display in the classroom.



**Teacher Needs**

- Laptop/desktop with MS PowerPoint
- Internet access
- NEXT magazine
- 1 Poster board for each group
- Ruler
- Markers/colored pencils/Sharpies

**Student Needs**

- Laptop/desktop
- Internet access
- NEXT magazine
- Poster board
- Ruler
- Markers/colored pencils/Sharpies

**Florida State Standards**

- LAFS.1112.W.2.4  
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- LAFS.1112.W.2.6  
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- LAFS.1112.W.3.7  
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.