

Vote for Us!

Final task: Creation and presentation of a campaign where participants run for office.

Objectives in relation to the competence of learning to learn

- To increase and develop **motivation**.
- To reinforce **self-esteem**.
- To improve the carrying out of tasks by strengthening self-esteem.
- To reinforce self-esteem to improve performance.

Framework of Learning to learn descriptors

Time Management	Organization of the information	Motivation and Self-esteem	Team work
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Descriptors:

Motivation and Self-esteem

- 4.- I am motivated when I know the purpose for which I carry out a task, project or activity.
- 6.- I am motivated when I overcome challenges.
- 7.- I am motivated when I achieve my goals.
- 8.- I am motivated when I see myself progress.
- 13.- I am motivated when I share and exchange my knowledge with other people.

Areas of knowledge within Adult Education		Level I/II/III
Core Skills	Communication and Social Skills	Scientific – Technologic



Objectives

Motivation and Self-esteem

- To better know and understand oneself.
- To identify one’s own interests, wishes...
- To promote a realistic and positive vision of oneself and one’s own possibilities.
- To accept oneself and accept others.
- To know how to face interpersonal conflicts.
- To acknowledge the values of oneself and one’s environment.
- To understand how values affect behaviour.
- To increase task-involvement.

Evaluation

- What part of the work did you find easiest to do?
- What part of the work did you find difficult to do?
- Did you find it easy to organise all the various pieces of information regarding your attributes and traits?
- Did you find it easy to arrange all the information according to the given criteria?
- How did you feel when you were presenting your campaign?
- Was it difficult or easy for you to think of positive things to say about the group for the campaign?
- Would you ever consider standing for office for real? Why or why not?
- What did you learn about others in the group when doing this activity?

Preparation

Timing	Materials	Activity to be done	Where
Specifically dictated by number of participants	<ul style="list-style-type: none"> • paper • pens or pencils • coloured markers • tape • scissors <p>*optional: paints, glitter, ribbons, glue, etc.</p>	Any number of individual participants...time permitting	Activity can be confined to a classroom with wall space for displaying campaign promotional materials and a space for presentation or can be widened out



			across campus.
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Process

0.- Presentation of the task, objectives and evaluation.

1.- Brief everyone that they each will be running for an office of their choice (examples could include: Student Representative Council, College Board of Governors, human rights, Animal rights, etc) Each person will need to run an extensive campaign in their attempt to become elected.

2.- Each person must then design and create campaign items such as: a campaign poster, campaign rosettes/badges, a slogan, a campaign speech and anything else they can think of.

3.- Participants should base their campaign on all of their positive attributes and traits.

4.- Once everyone is finished, ask each person to present their campaign to the rest of the group. Individuals should be able to show if they approve or not of the content of the campaign.

5.- During the campaign encourage people to put their posters up on the wall and to wear their badges/rosettes (they may even wish to hand out badges/rosettes for others to wear).

6.- Each group must vote for the group they feel has performed best.

7.- Once each participant has completed their campaign a group discussion should be instigated with topics to include:

What have you learned as an individual from the campaign?

Did you feel the campaign was successful if not what would you do differently?

8.- The votes are collected and counted and the group with the most votes will win or if the same number of votes are given to two or more groups this will mean a coalition

9.- Evaluation.

Guidelines about learning styles

Learners with different learning styles can work following their preferences:

- **Visual:** Learners with a visual preference base their learning activities on the use of images (pictures, mind-maps, etc.). Their learning skills are enhanced when they can visualise the object of their learning. In promoting this activity the teacher should write on the board and explain verbally/orally all the various phases into which the activity is articulated. Visual learners could be an asset when the groups are designing the main part of the campaign.
- **Auditory:** Learner with this learning preference need to receive clear and punctual oral information. In order to facilitate the participation of this group the activity proposes various moments of debate and confrontation between all class members and groups, to which must follow a clear summary of all decision taken, of the results and of the tasks assigned to this group.

The group will have a chance to develop their preference for communication aspects. For them it will be extremely important the first phase of the activity which envisages a group discussion allows them to express their thoughts.

- **Kinesthetic:** learners with this preference need to participate actively to the implementation of the activity in order to get a most effective learning, through movement, research of materials, etc.

For this kind of learners it is important both to participate actively to the first debating phase of the activity and also in the phase of development of the final product. The Kinesthetic learner should help design and develop the campaign posters and promote the organisational activities.

- **Read/write:** learners with this preference achieve a more effective learning through reading information and writing down notes that allow concepts and ideas to emerge clearly from the mass of information received. In developing this activity the teacher could write on the board and explain verbally/orally all the various phases into which the activity is articulated and the learners will have to write down notes. They could write up the report of the campaign.