

GOVERNMENT AND YOU!

Sometimes it can feel like government is only for adults, but everyone is affected by the government no matter what their age! Write down five things you did today on the lines below. Then, by yourself or as a group, brainstorm ways that the government might have impacted those actions.

For example, did your food come in a package with nutritional information printed on it? That nutritional information is required by government policy. If you drove on a road, those are funded by the government.

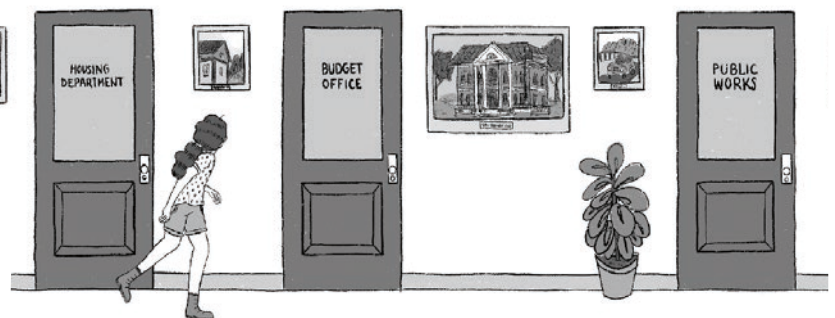
1.

2.

3.

4.

5.



by **LEILA SALES**

illustrated by **KIM BALACUIT**



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WHO PARTICIPATES IN GOVERNMENT?

There are many ways to be involved in government even if you aren't a politician—or even an adult! Think about the people in your life and how they are involved in their communities, and see how many people you can find to fill out the following list. Remember, government doesn't just happen nationally—it also includes your local town or community, and even your school!

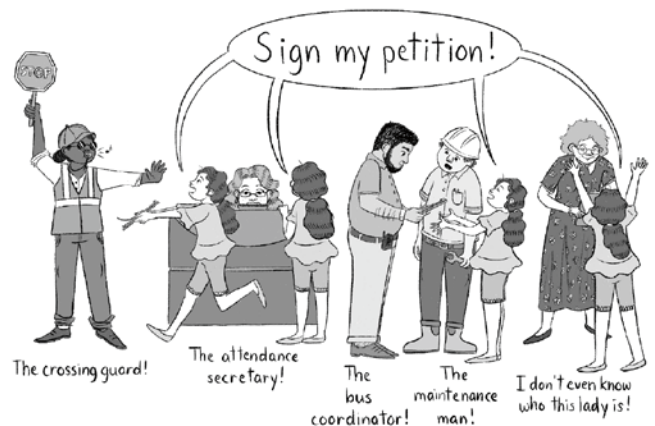
Write the name of someone who has:

1. Been elected or appointed to a role in a government: _____
2. Attended a rally or protest: _____
3. Signed a petition: _____
4. Voted in an election: _____
5. Attended a town hall or government meeting: _____
6. Been involved with an organization that works to improve their local town or area: _____
7. Called or written a letter to their government representative: _____
8. Donated money or time to a campaign: _____

Ask one of the people named above to tell you more about their experience. Why did they want to be involved in government? What was the result of their actions or campaign?



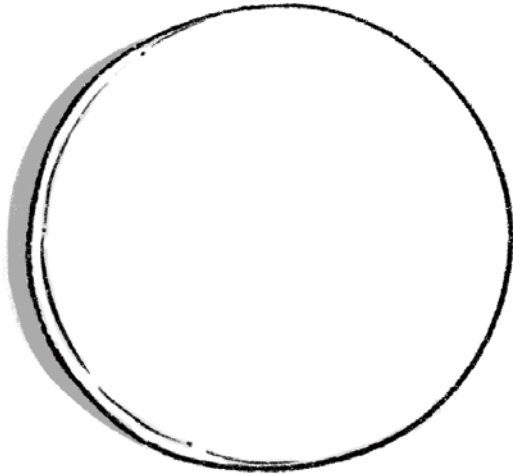
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CREATE YOUR OWN CAMPAIGN

(PART 2: CREATE YOUR SLOGAN)

Many campaigns use a slogan, or a short catchy phrase, to help tell others what their campaign is about. For example, one of Janet's campaign slogans is "Janet for the Future" because she wants to help fund art programs in schools.



Work as a team to create a slogan for your campaign. Can you imagine seeing your slogan on a button or a bumper sticker? Try it out!



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CREATE YOUR OWN CAMPAIGN

(PART 3: SHOW YOUR STRENGTHS!)

In *The Campaign*, Maddie doesn't feel like she's smart because she struggles with many school subjects, but then she realizes that she's smart in different ways, like with art, organization, and motivating people. What are some things that you are good at? Are there ways that you could use these strengths to help solve the problem you identified in Part 1?

Share your answers with people in your group. Are there people who are good at different things than you are? Can you think of ways you can partner up to help solve the problem together? Write some ideas below.

**GOOD WEIRD
MADDIE!**



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CREATE YOUR OWN CAMPAIGN

(PART 4: FIND YOUR ROLE!)

It's time to start campaigning! There are many jobs to do in a campaign—now that you've thought about what your strengths are, you can choose a job that's right for you! Maybe you'll be a communications commander like Chloe, or an event coordinator like Lucas. With your group, assign everyone to a role, and then start planning! For example, if you are an Internet guru like Isabelle, what will your campaign's website look like? If you are the sign guy like Daniel, design a sign for your campaign.

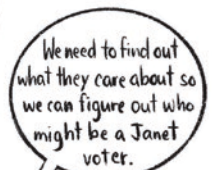
See below for some examples of jobs, and then use the next page to come up with your plan!

COMMUNICATIONS COMMANDER: CHLOE!

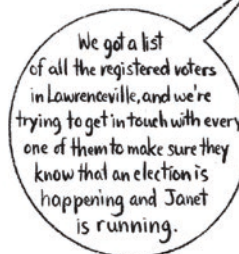


EVENT COORDINATOR: LUCAS!

DATABASE MANAGER: MICHAELA!



CHAMPION OF VOTER OUTREACH: DEKE!



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CREATE YOUR OWN CAMPAIGN (PART 5: GET TO WORK!)

Use this space to come up with a plan for your piece of the campaign!



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