



WHERE DID YOU HEAR THAT?

(A few minutes a day for a week)

OBJECTIVE

Students gather information about candidates and issues for analysis.

MATERIALS

Where Did You Hear That? handout

GET READY

- ✓ Enlarge the media patterns on the handout and place them on a bulletin board entitled “Where Did You Hear That?” (You may alternatively use the patterns the size they are and have the students write on them and pin them to the bulletin board.)
- ✓ For more information see “Political Campaign” in the Appendix.

INSTRUCTIONS

- ✓ Discuss with your students the importance of staying informed and up-to-date on the issues and candidates. Ask them where they can get information to make wise voting decisions.
- ✓ Invite students to share things they have already heard people say about the candidates or issues. Have your students record these pieces of information on small slips of paper and place them between the lips graphic on the bulletin board.
- ✓ Ask if anyone remembers hearing anything on TV or the radio in respect to the candidates and issues. If so, again have your students write the information on slips of paper, though this time have them attach the slips to the TV or radio graphics.

- ✓ Ask the students to cut out information from the newspapers, magazines, political brochures, or any other written media and bring it to class to help complete the bulletin board. This information should be attached to the newspaper graphic.
- ✓ Ask your class to continue to actively listen to other people, to watch/listen to the TV or radio, and to read the newspaper, so they can continue to bring information for the bulletin board.
- ✓ Continue to fill the board for a few days.

DISCUSSION QUESTIONS

- ★ *Has the information gathered influenced how you will vote?*
- ★ *Where do you think people get most of their information?*
- ★ *Can your family and friends be good sources of information?*
- ★ *Is all this information correct?*

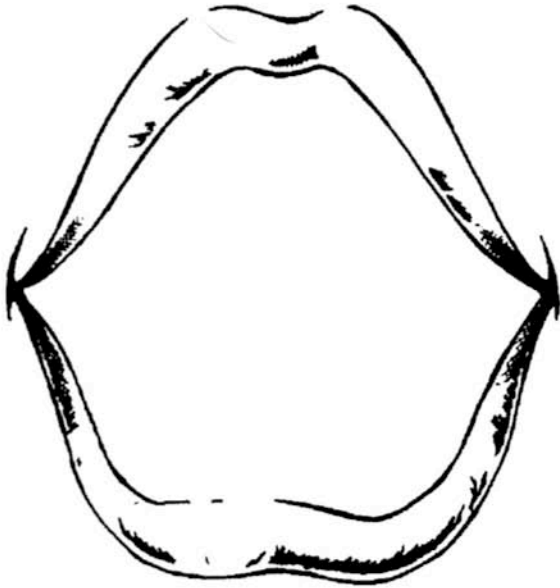
MORE!

At the end of the week, play “Do You Believe It?” As you read a piece of information ask the children to give a thumbs up if they believe it is true, thumbs sideways for maybe, or a thumbs down for false. Ask the students to explain what makes certain information believable and other information not.



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(artwork will be updated)

