



# EDUCATOR

## FIELD GUIDE & LESSON PLAN

Free online curriculum for educators and community leaders

**Vote by Design** is a nonpartisan digital learning experience that helps students become **informed & engaged** voters.

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## THE VOTE BY DESIGN EXPERIENCE

**Vote by Design (VbD)** is a digital, immersive, nonpartisan learning experience developed at the Stanford d.School by an interdisciplinary team of educators to promote civic agency and engagement among all voters—particularly next-gen and first-time voters.

Vote by Design is a deliberative learning experience that reframes the decision-making process of voting away from *“Which candidate do you like?”* to instead ask, *“What are the leadership qualities best suited to the job as framed by the Constitution?”* and *“What does the future need from this position?”*

In a process that’s become overrun by noise, misinformation, and division, the VbD experience uses design practices to create clarity around values and purpose. It supports productive conversation across differences and informed by reflection and analysis through different lenses. Ultimately, it empowers voters to see themselves as contributors to a critically important process and shapers of our collective future.



## LEARNING OBJECTIVES

Our goal is to help participants find clarity around what they value, and ignite personal agency and a sense of collective possibility separate from any one candidate. We want to restore reflection and reframe the decision-making process of voting around the qualities associated with effective leadership.

We believe that well-supported conversations with nonpartisan framing can contribute meaningfully to those aims, and in the process...

- Provide voters with a new and relevant framework for thinking more critically about the responsibilities and leadership qualities of the U.S. President.
- Encourage learning from different perspectives about the role of the President and how we take in evidence and evaluate useful inputs as voters.
- Create stronger awareness of potential biases regarding high stakes decision-making processes, like voting.
- Explore possible future scenarios requiring presidential leadership to examine what we desire and what is required of a leader responding to crisis.

**NOTE ON COMMON CORE STANDARDS:** If you are a California-based educator, we have good news. We've already mapped the Vote by Design experience onto the Common Core Standards addressed. You can review them in the **COMMON CORE STANDARDS TABLE** at the end of this document.

For educators outside of California, you still might find these useful in framing your lesson, but we can't guarantee that they map onto other state-specific standards. If you do happen to map these out for your state and you'd like to give us a hand in documenting them, please reach out to [info@votebydesign.org](mailto:info@votebydesign.org).

## DESIGNING YOUR SESSION

Vote by Design can be run in a variety of formats: fully digitally, in person, or a hybrid of both. It can also be run in a single session (45-60 minutes) or over multiple sessions or class periods. As the facilitator, you get to decide how to divide up the curriculum to best fit the needs of your audience, learning goals, schedule, and capacity to support small group work.

**This field guide details how to facilitate an hour-long, online, stand-alone session.**

## ABOUT THE FIELD GUIDE

Our facilitator field guide is designed to help you bring a meaningful digital learning experience to life. We gathered everything we've learned so far from our design team, our pilot teachers, and our students to help you make the Vote by Design experience a valuable one for your learners.

This guide contains suggestions on how to frame and facilitate learning and conversation in this experience. It's broken down by several key categories:

1. **Frame this:** Background context to help guide the learning intention of the exercise
2. **Ask this:** Specific ways to engage students with the content.
3. **Try this:** Optional ways to extend or deepen conversation.
4. **Tech tips:** Ways to use technology to make the connection and experience flow easier.

There's a lot of good stuff within these pages--everything from our core curriculum and materials to interesting follow-up resources and tips and tricks. That being said, we know that the lesson map is not the conversational territory of the lived learning experience. So take what you need to support the experience you want to create. Make it your own. Make it better. And then let us know what worked and what didn't so we can make it better for everyone!

## PREPARATION & MATERIALS: WHAT YOU'LL NEED



**Not much!** VbD is a free and fully supported learning experience, so aside from some free software (see below), everything else is provided by us and linked within this guide. Here's a quick list of everything you'll need:

- Prep time with this guide, the software, and the VbD materials (including [this video of the curriculum being facilitated live](#)).
- A computer equipped with a webcam, microphone, and reliable internet connection for streaming video.
- A secure video conferencing platform that is accessible to your students.
  - Any video conferencing platform will work, but we like [Zoom](#) because it's free, user-friendly, and offers chat and breakout room features. We recommend reviewing Zoom's [quick guide to managing breakout rooms](#) if you are new to that function, or the platform in general.
  - **We strongly recommend asking all students to join the session on camera** (and to let them know this in advance); Our teachers concur that having everyone on camera significantly boosts engagement and interaction.
- A free teacher account with an online learning platform called [Nearpod](#) (See Appendix for detailed instructions).
  - The VbD experience exists as a bundled set of materials and activities that are housed within Nearpod, an accessible and interactive digital learning platform.
  - **NOTE: The free teacher account in Nearpod allows a maximum class size of 40 students.** If your school district has a Nearpod license, the district-level account allows classes up to 100 students.
  - Once you've created and logged into your free Nearpod account, you can **import the VbD "lesson" into your library by clicking here**. Your students will also need to be able to join you online on the video platform, but they don't need Nearpod accounts to participate in the session.

## DETAILED LESSON PLAN

We'll now go through each section of the lesson with supporting facilitation notes for each slide and activity. We encourage you to add your own notes, questions, and talking points.

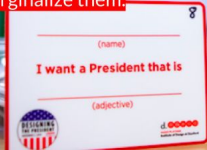
The VbD lesson (which you imported to Nearpod in the previous step) takes the form of a google slide deck with Nearpod integrations. Here is a link to the [stand-alone google slide deck](#) for your reference.

 <p><b>WELCOME!</b></p> <p>Building Agency In Next Gen Voters #VotebyDesign</p> 	<p><b>Frame This:</b> Welcome &amp; Expectations</p> <p>This workshop is an immersive, nonpartisan learning experience designed to explore the leadership qualities and characteristics best suited for the U.S. President.</p> <p>We will examine the actual job of the President in order to reframe the decision-making process of voting away from “Which candidate do you like more?” to instead ask “What are the leadership qualities best suited to this job?” and “What does the future need from this position?”</p> <p><b>Try This:</b> Add a personal motivation for running this workshop and/or connect it to your own first-time voting experience.</p>
<p><b>LEARNING OBJECTIVES</b></p> <p>Create clarity and personal connection for students/new voters</p> <ul style="list-style-type: none"><li>- What is the the “job” of the U.S. President through the lens of a voting citizen?</li><li>- What are the leadership qualities that matter most in this position?</li></ul> <p>Promote learning across difference</p> <ul style="list-style-type: none"><li>- What can we learn from people who hold different beliefs than us?</li><li>- What are the values, assumptions, &amp; biases we might uncover in conversation?</li></ul> <p>Test assumptions against possible futures</p> <ul style="list-style-type: none"><li>- What will the future need from this leader?</li><li>- How does inform our understanding of leadership and our priorities?</li></ul>	<p><b>Frame This:</b> Learning objectives. Why are we doing this?</p> <p>In addition to reviewing the learning objectives on this slide, be sure to emphasize that the VbD experience is designed to create personal clarity around voting—to better understand <i>one’s own</i> decision-making process—rather than to reach a “correct” decision.</p> <p>The goal is to promote reflection, not persuasion. It is not built around the idea of identifying right or wrong answers.</p>

This is a non-partisan, and issue-agnostic experience.

It is intended to support critical and deliberative thinking.  
It is not about persuading towards any party or candidate.

This is designed to empower, engage, and amplify student voices, not alienate or marginalize them.



### Frame This: Important ground rules

Our hope is that this lens adds more personal context and historical foundation to the voting process.

This is not about “electability,” nor trying to change anyone’s minds.

It’s important to keep an open mind and create a safe place for all voices and opinions to be heard.

## WHAT AND WHO ARE WE VOTING FOR?

### Frame this: Let’s see who's in the room

This section engages students in a series of quick polls that help them assess their own knowledge around the job of the president and the process of voting.

Each of the question slides is followed by a poll in Nearpod allowing students to respond with one of the answer choices provided. Advance to the next slide and the Nearpod poll will appear. See the tech tip below.

How well do you think you understand the  
**JOB OF THE PRESIDENT?**



I understand  
the job really  
well

I understand  
the job pretty  
well

I **don't** really  
understand  
the job

I **don't**  
understand  
the job at all

**Ask this:** How well do you think you understand the job of the President?

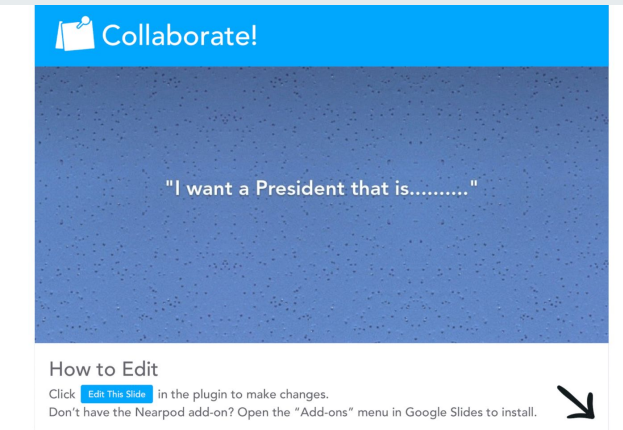

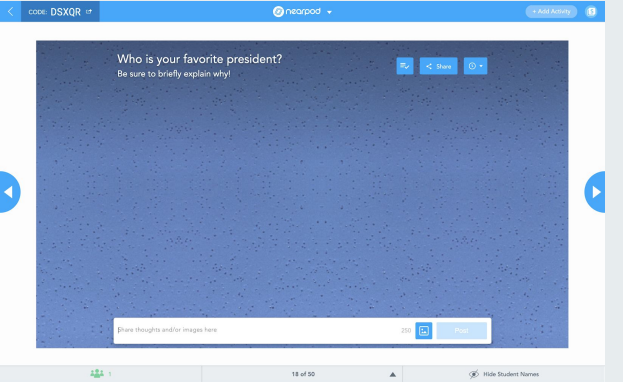
**Tech tip:** Give the students a minute or so to answer. You’ll see the responses as they are submitted. When you are ready to share them, click the **SHARE** button to make them visible to your student group.

**Try this:** If time permits after each poll, initiate a quick discussion by asking someone who responded on each end of the continuum to explain why they selected the response they did.



<div><div><div>?</div><div>Do you tend to vote for a Presidential candidate based on <b>POLICY ISSUES</b> or on the <b>INDIVIDUAL, LEADERSHIP TRAITS</b>?</div></div><table><tr><td>I vote <b>only</b> on policy</td><td>I vote <b>mostly</b> on policy</td><td>I vote <b>mostly</b> on the person</td><td>I vote <b>entirely</b> on the person</td></tr></table></div>	I vote <b>only</b> on policy	I vote <b>mostly</b> on policy	I vote <b>mostly</b> on the person	I vote <b>entirely</b> on the person	<p><b>Ask this:</b> Do you tend to vote for a Presidential candidate based on policy issues or on the individual leadership traits? If you have not yet voted for a President, how do you think people you know make their decisions?</p> <p>Again, give them a minute or so to respond. Generally, we see students respond that they vote based on policy issues rather than traits of the individual.</p> <p><b>Try this:</b> If there’s time you can ask them what issues they follow and care about. Make sure not to add commentary on which ones are “right” ones to follow.</p>
I vote <b>only</b> on policy	I vote <b>mostly</b> on policy	I vote <b>mostly</b> on the person	I vote <b>entirely</b> on the person		
<div><div><div>?</div><div>Do you have <b>CLARITY ON THE PERSONAL EXPERIENCE, LEADERSHIP QUALITIES, ATTRIBUTES</b> that are important to you in voting for a candidate?</div></div><table><tr><td>I have <b>full</b> clarity</td><td>I have <b>some</b> clarity</td><td>I <b>don’t</b> have a lot of clarity</td><td>I have <b>no</b> clarity</td></tr></table></div>	I have <b>full</b> clarity	I have <b>some</b> clarity	I <b>don’t</b> have a lot of clarity	I have <b>no</b> clarity	<p><b>Ask this:</b> In thinking about the President, do you have clarity on the previous experience, leadership qualities, and attributes that are important to you in voting for a candidate?</p> <p><b>Tech tip:</b> Remember to give the students a minute or so to respond and then share the responses.</p>
I have <b>full</b> clarity	I have <b>some</b> clarity	I <b>don’t</b> have a lot of clarity	I have <b>no</b> clarity		
<div><div><div>WHAT DO YOU WANT IN A PRESIDENT?</div></div></div>	<p><b>Ask This:</b> How would you finish the statement.. “I want a President that is...” ?</p> <p><b>Tech tip:</b> This section uses Nearpod’s Collaborate! Board. Click on the next slide and Nearpod will launch a collaborative board where students can write their opinion.</p> <p>You’ll be asked whether you want to <b>approve posts as they come in</b>. We recommend enabling this moderation setting. As your students submit responses, you’ll click the <b>icon with the list and checkmark to approve them for the board</b>.</p> <p>We recommend waiting 60 seconds for responses to come in before you begin approving them to post and reading them out to the group. When they do post, they will not be associated with student names.</p> <p>Students can “heart” responses that are already on the board. Use that upvoting to inform the conversation as you unpack the qualities that most resonate with the group.</p>				



 <p>Collaborate!</p> <p>"I want a President that is....."</p> <p>How to Edit Click <a href="#">Edit This Slide</a> in the plugin to make changes. Don't have the Nearpod add-on? Open the "Add-ons" menu in Google Slides to install.</p>	
 <p>WHO IS YOUR FAVORITE PRESIDENT?</p>	<p><b>Frame this:</b> We're now going to reflect on past presidents and what you think made them great.</p> <p>The next slide will show another collaborative board where students can input their answers.</p>
 <p>Who is your favorite president? Be sure to briefly explain why!</p> <p>Place thoughts and/or images here</p>	<p><b>Ask this:</b> Who is your favorite president and why?</p> <p><i>This helps us better understand what "good" leadership looks like. We only have a data set of 45!</i></p> <p>You may want to type the first answer so that you can model response structure (eg. "Abraham Lincoln: Empathetic")</p> <p>Take some time to discuss the different answers on the board. Did people focus more on policies, accomplishments, or traits when identifying favorites? What patterns emerged?</p>

# WHAT IS THE PRESIDENT'S JOB?

 Collaborate!

What do you think is the President's job?

## How to Edit

Click [Edit This Slide](#) in the plugin to make changes.  
Don't have the Nearpod add-on? Open the "Add-ons" menu in Google Slides to install.



**Frame this:** It's interesting to pause and ask ourselves: what are we voting for? Do we know what the job is? Do we describe it the same way? Let's take a minute to share what you believe the President's job is in your own words.

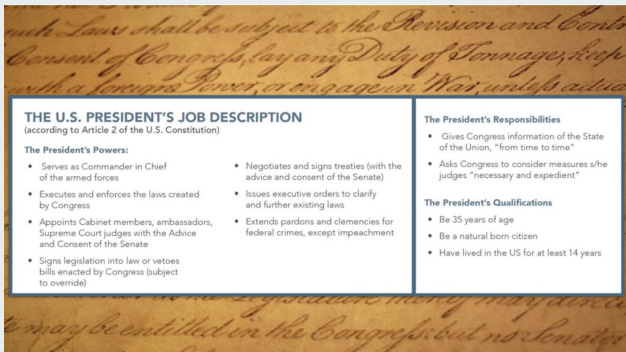
**Ask this:** What do you think is the President's job? Please take a minute to put your answers in the Collaborate board.



**Frame this:** Turns out, there's an actual job description for the U.S. President. It's in Article II of the U.S. Constitution.

Article II is just over 1,000 words, and the role of the President is laid out in just a handful of responsibilities and even fewer requirements.

The key message is in the opening sentence - the establishment of the **executive power** vesting in the President of the United States.



**Frame this:** Exploring the job description

Notice how light the explicit qualifications are in the original document (just 3 requirements!) --and how big the role is! (Historical reason was that the framers were more focused on maintaining power for their states/regions - not on the President's role.)

The role of the president in practice has changed and expanded (and continues to do so) from these days, when the founding framers were primarily concerned about a monarchy. That is a topic for another class. (Many many books have been written about this!)

**Try this:** If time permits, consider showing students a [link to a current job description online](#) (just drop a link in the Zoom chat) for comparison. Even entry-level positions at many organizations will have much more detailed lists of responsibilities and requirements than the constitution originally laid out for the role of President.

**INDIVIDUAL REFLECTION**

**LEADERSHIP CRITERIA Worksheet**

**Previous Experience:**  
Please pick the top 3 past experiences you value most in a President.

<input type="checkbox"/> Academic excellence/appointment	<input type="checkbox"/> Executive experience	<input type="checkbox"/> Military experience
<input type="checkbox"/> Community organizing	<input type="checkbox"/> Governance experience	<input type="checkbox"/> Other _____
<input type="checkbox"/> Community service	<input type="checkbox"/> International experience	<input type="checkbox"/> Other _____
<input type="checkbox"/> Domestic policy experience	<input type="checkbox"/> Legislative experience	<input type="checkbox"/> Other _____

**Leadership Qualities/Values:**  
Please pick the top 3 qualities you value most in a President.

<input type="checkbox"/> Ambitious	<input type="checkbox"/> Disorganized	<input type="checkbox"/> Pragmatic
<input type="checkbox"/> Analytical	<input type="checkbox"/> Empathic	<input type="checkbox"/> Relationship builder
<input type="checkbox"/> Bold/decisive	<input type="checkbox"/> Fair	<input type="checkbox"/> Mediator
<input type="checkbox"/> Charismatic	<input type="checkbox"/> Flexible/adaptable	<input type="checkbox"/> Strong communicator
<input type="checkbox"/> Confident	<input type="checkbox"/> Humility	<input type="checkbox"/> Other _____
<input type="checkbox"/> Decisive	<input type="checkbox"/> Integrity	<input type="checkbox"/> Other _____

**Personal Attributes:**  
Please pick the top 3 personal attributes you value in a President.

<input type="checkbox"/> Attractive	<input type="checkbox"/> Parent	<input type="checkbox"/> Successful
<input type="checkbox"/> Gender preference ...	<input type="checkbox"/> Pet Owner	<input type="checkbox"/> Young (under 55)
<input type="checkbox"/> Healthy	<input type="checkbox"/> Religious	<input type="checkbox"/> Other _____
<input type="checkbox"/> Married	<input type="checkbox"/> Strong family image	<input type="checkbox"/> Other _____

**Frame this:** With the job description in mind, what are the experiences, leadership qualities, and personal attributes that are most important to get the job done well?

This is a worksheet put together from researching different leadership traits that have been evaluated over the years from presidential historians and research studies.

After walking through the three sections of the worksheet (previous experience, leadership qualities, and personal traits), there will be three corresponding Nearpod polls that will allow the students to provide their input for each category.

**LEADERSHIP CRITERIA Worksheet**

**Previous Experience:**  
Please pick the top 3 past experiences you value most in a President.

<input type="checkbox"/> Academic excellence/appointment	<input type="checkbox"/> Executive experience	<input type="checkbox"/> Military experience
<input type="checkbox"/> Community organizing	<input type="checkbox"/> Governance experience	<input type="checkbox"/> Other _____
<input type="checkbox"/> Community service	<input type="checkbox"/> International experience	<input type="checkbox"/> Other _____
<input type="checkbox"/> Domestic policy experience	<input type="checkbox"/> Legislative experience	<input type="checkbox"/> Other _____

**Ask this:** Knowing the job description of the President, what are the past experiences that help qualify this person for the job?

A poll will follow this slide. As with past polls, hit "Share" only after giving the students a minute to reflect.

Before moving into the next poll, take a moment to debrief responses and discuss any trends that emerged.

## LEADERSHIP CRITERIA Worksheet

**Leadership Qualities/Values:**  
Please pick the **top 5** qualities you value most in a President.

<input type="checkbox"/> Ambitious	<input type="checkbox"/> Disciplined	<input type="checkbox"/> Pragmatic
<input type="checkbox"/> Analytical	<input type="checkbox"/> Empathic	<input type="checkbox"/> Relationship builder
<input type="checkbox"/> Bold/Visionary	<input type="checkbox"/> Fair	<input type="checkbox"/> Resilient
<input type="checkbox"/> Charismatic	<input type="checkbox"/> Flexible/adaptable	<input type="checkbox"/> Strong communicator
<input type="checkbox"/> Confident	<input type="checkbox"/> Humility	<input type="checkbox"/> Other _____
<input type="checkbox"/> Decisive	<input type="checkbox"/> Integrity	<input type="checkbox"/> Other _____

**Ask this:** Knowing the job description of the President, what are the most important leadership qualities? Pick 5 leadership qualities that you think matter most for this job.

A poll will follow. We suggest 2 minutes for this one. As with past polls, hit “Share” after giving the students time to reflect.

## LEADERSHIP CRITERIA Worksheet

**Personal Attributes:**  
Please pick the **top 3** personal attributes you value in a President.

<input type="checkbox"/> Attractive	<input type="checkbox"/> Parent	<input type="checkbox"/> Successful
<input type="checkbox"/> Gender (preference: ____)	<input type="checkbox"/> Pet Owner	<input type="checkbox"/> Young (under 55)
<input type="checkbox"/> Healthy	<input type="checkbox"/> Religious	<input type="checkbox"/> Other _____
<input type="checkbox"/> Married	<input type="checkbox"/> Strong family lineage	<input type="checkbox"/> Other _____

**Ask this:** In thinking about the role of the President, what personal attributes would you like to see in this leader?

The 3rd category may \*seem\* superficial, but that doesn’t mean it’s irrelevant. Historically, these have been important drivers for some voters. Just consider, as one of countless examples, that it’s [well documented that taller people earn higher salaries](#).

After the poll, encourage students to identify patterns and to explain why they chose what they chose. Why do certain qualities and attributes serve as indicators of leadership potential and others don’t?

**Americans tend to elect the tallest person for president - here's how the 2020 candidates would fare**

The tallest presidential candidate has won the popular vote in two-thirds of elections

**Dina Ruiz** New York | @dinaruiz

**The Leadership Quarterly**  
Volume 35, Issue 1, February 2023, Pages 139-151

**Tall claims? Sense and nonsense about the importance of height of US presidents**

David Hoag<sup>a,\*</sup>, J. M. Abadash<sup>a</sup>, R. Boud<sup>a</sup>, J. M. Simon<sup>a</sup>, J. M. Thomas<sup>a</sup>, J. M. Toller<sup>a</sup>

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<https://doi.org/10.1016/j.leaqua.2023.09.002>

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**Abstract**

According to both the scientific literature and popular media, all one needs to win a US presidential election is to be taller than one's opponent. Yet, such claims are often based on an arbitrary selection of elections, and inadequate statistical analysis. Using data on all presidential elections, we show that height is indeed an important factor in the US presidential elections. Candidates that were taller than their opponents received more popular votes, although they were not significantly more likely to win the actual election. Taller presidents were also more likely to be re-elected. In addition, presidents were, on average, much taller than men from the same birth cohort. The advantage of taller candidates is potentially explained by perceptions associated with height: taller presidents are rated by experts as 'greater', and having more leadership and communication skills. We conclude that height is an important characteristic in choosing and evaluating political leaders.

**Frame this:** Some of you might still feel like personal traits don’t matter. Research suggests that there is a direct correlation with the tallest candidate and winning - especially during a re-election campaign. One of the suggested reasons is that being tall is often associated with being powerful.

# INDIVIDUAL REFLECTION

# LEADERSHIP CRITERIA Worksheet

## Previous Experience:

Please pick the top 3 past experiences you value most in a President.

☐ Academic excellence/appointment
 ☐ Executive experience
 ☐ Military experience

☐ Community organizing
 ☐ Government experience
 ☐ Other \_\_\_\_\_

☐ Community service
 ☐ International experience
 ☐ Other \_\_\_\_\_

☐ Domestic policy experience
 ☐ Legislative experience
 ☐ Other \_\_\_\_\_

## Leadership Qualities/Values:

Please pick the top 3 qualities you value most in a President.

☐ Ambitious
 ☐ Dispassionate
 ☐ Pragmatic

☐ Analytical
 ☐ Empathetic
 ☐ Relationship builder

☐ Bold/Visionary
 ☐ Fair
 ☐ Realist

☐ Charismatic
 ☐ Flexible/Adaptable
 ☐ Strong communicator

☐ Confident
 ☐ Humble
 ☐ Other \_\_\_\_\_

☐ Decisive
 ☐ Integrity
 ☐ Other \_\_\_\_\_

## Personal Attributes:

Please pick the top 3 personal attributes you value in a President.

☐ Attractive
 ☐ Parent
 ☐ Successful

☐ Gender (preference ...)
 ☐ Pet Owner
 ☐ Strong leader (B)

☐ Healthy
 ☐ Religious
 ☐ Other \_\_\_\_\_

☐ Married
 ☐ Strong family lineage
 ☐ Other \_\_\_\_\_

**Frame this:** We can also look at past presidents and go beyond labelling them as “good” or “bad,” but try to better understand who they were as people and as leaders.

For example, some of you selected “Lincoln” as your favorite past president. How can we use this new framework to better understand what made him great? What was the unique mix of Lincoln’s previous experience, leadership qualities, and personal attributes?

# HISTORIC REFLECTION

# LEADERSHIP CRITERIA Worksheet

## Previous Experience:

Please pick the top 3 past experiences you value most in a President.

☐ Academic excellence/appointment
 ☐ Executive experience
 ☒ Military experience

☐ Community organizing
 ☐ Government experience
 ☒ Other **Slayer**

☐ Community service
 ☐ International experience
 ☐ Other \_\_\_\_\_

☐ Domestic policy experience
 ☒ Legislative experience
 ☐ Other \_\_\_\_\_

## Leadership Qualities/Values:

Please pick the top 3 qualities you value most in a President.

☒ Ambitious
 ☐ Dispassionate
 ☐ Pragmatic

☐ Analytical
 ☒ Empathetic
 ☒ Relationship builder

☐ Bold/Visionary
 ☐ Fair
 ☒ Realist

☐ Charismatic
 ☒ Flexible/Adaptable
 ☒ Strong communicator

☐ Confident
 ☐ Humble
 ☐ Other \_\_\_\_\_

☐ Decisive
 ☐ Integrity
 ☐ Other \_\_\_\_\_

## Personal Attributes:

Please pick the top 3 personal attributes you value in a President.

☐ Attractive
 ☐ Parent
 ☐ Successful

☐ Gender (preference ...)
 ☒ Pet Owner
 ☒ Strong leader (B)

☒ Healthy
 ☐ Religious
 ☐ Other **Tall**

☒ Married
 ☐ Strong family lineage
 ☐ Other \_\_\_\_\_

**Frame this:** Highlight Lincoln’s profile as an example

Had almost no directly-relevant experience. Self-taught lawyer. Father was a farmer - no schooling. State legislator from Illinois, and one term Congressman.

His extraordinary leadership qualities were what made his so impactful:

- Empathy for others.
- Strong communicator/orator - practiced watching his father tell stories and had strong love of books like Aesop’s fables and Shakespeare.
- Ability to build relationships - enabled him to build “team of rivals.”
- Ambition to do something important - save the Union.
- Even keeled - keep calm during the country's most divisive time.

Personal qualities: Quite tall (!) and married to Mary Lincoln, who was very politically savvy.



## HISTORIC REFLECTION

**Previous Experience:**  
Please pick the top 3 past experiences you value most in a President.

**Barack Obama**

<input checked="" type="checkbox"/> Academic excellence/appointment	<input type="checkbox"/> Executive experience	<input type="checkbox"/> Military experience
<input type="checkbox"/> Community organizing	<input type="checkbox"/> Governance experience	<input type="checkbox"/> Other _____
<input type="checkbox"/> Community service	<input type="checkbox"/> International experience	<input type="checkbox"/> Other _____
<input type="checkbox"/> Domestic policy experience	<input checked="" type="checkbox"/> Legislative experience	<input type="checkbox"/> Other _____

**Leadership Qualities/Values:**  
Please pick the top 5 qualities you value most in a President.

<input type="checkbox"/> Ambitious	<input checked="" type="checkbox"/> Disciplined	<input type="checkbox"/> Pragmatic
<input checked="" type="checkbox"/> Analytical	<input checked="" type="checkbox"/> Empathetic	<input type="checkbox"/> Relationship builder
<input type="checkbox"/> Good memory	<input type="checkbox"/> Fair	<input checked="" type="checkbox"/> Realist
<input type="checkbox"/> Charismatic	<input checked="" type="checkbox"/> Flexible/adaptable	<input type="checkbox"/> Strong communicator
<input type="checkbox"/> Courageous	<input type="checkbox"/> Humility	<input type="checkbox"/> Other _____
<input type="checkbox"/> Decisive	<input type="checkbox"/> Integrity	<input type="checkbox"/> Other _____

**Personal Attributes:**  
Please pick the top 3 personal attributes you value most in a President.

<input type="checkbox"/> Attractive	<input checked="" type="checkbox"/> Power	<input checked="" type="checkbox"/> Kindness
<input type="checkbox"/> Gender (preference...)	<input type="checkbox"/> Pat. Owner	<input type="checkbox"/> Young (under 50)
<input type="checkbox"/> Wealthy	<input type="checkbox"/> Religious	<input type="checkbox"/> Other _____
<input type="checkbox"/> Married	<input type="checkbox"/> Strong family lineage	<input type="checkbox"/> Other _____


**Frame this:** Highlight Obama's profile

Strong academic and professional background: Harvard Law Review, Constitutional Law Professor, Community Organizer.

Leadership qualities: Disciplined, Analytical, Strong orator.

Personal: Father of daughters and married to a woman with a very successful career - that meant a lot to many people.

**Video**



**How to Edit**  
Click [Edit This Slide](#) in the plugin to make changes.  
Don't have the Nearpod add-on? Open the "Add-ons" menu in Google Slides to install.




**Frame this:** Doris Kearns Goodwin, award winning presidential biographer and author of many best selling books including Team of Rivals and Leadership in Turbulent Times reflects on her definition of Presidential Leaders in this video clip, generously given to the Vote by Design project courtesy of MasterClass.



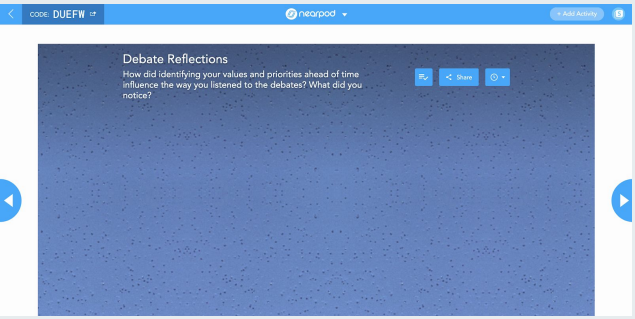


**Frame this:** How can we learn more about what we value by listening to candidates live?


Now that we've started to think about what matters to us in a leader, we're going to watch a few debate clips of candidates from 2016 and 2020 presenting themselves as potential leaders of the country.

These clips were selected NOT on basis of policies or popularity or polls, but because each candidate presents and communicates an array of individual characteristics and experiences that might suggest their appeal as a leader.

	<p><b>Ask this:</b> How do we hear messages from the candidates differently when we have clarity on what we're looking for?</p> <p><b>Frame this:</b> We recognize that these debates were taken at different moments within different campaigns with different audiences. Two clips are opening statements and two are closing statements, but each is a 1-minute response to a question about why the American people should vote for that candidate.</p> <p><b>Tech tip:</b> When you advance to the next slide, select the option to allow the video to <b>Play on All Devices</b>. Ask the students to mute their screens while they do this.</p>
	<p><b>Frame this:</b> <a href="#">The link on this slide</a> directs you to the full Republican Primary debate in South Carolina, held on February 15th, 2016.</p> <p>We recommend watching the following two candidates each presenting a 1-minute pitch to the American public about why they are the best candidate for the job:</p> <ul style="list-style-type: none"> <li>• Jeb Bush from 1:33:47 - 1:34:46</li> <li>• John Kasich from 1:31:21 - 1:32:32</li> </ul> <p><b>Ask this:</b> What do you observe and hear from these different candidates?</p>
	<p><b>Frame this:</b> <a href="#">The link on this slide</a> directs you to the full Democratic Primary date in Texas, held on September 12th, 2019.</p> <p>We recommend watching the following two candidates each presenting a 1-minute pitch to the American public about why they are the best candidate for the job:</p> <ul style="list-style-type: none"> <li>• Elizabeth Warren from 13:15 - 14:25</li> <li>• Andrew Yang from 7:50 - 8:53</li> </ul> <p><b>Ask this:</b> What do you observe and hear from these different candidates?</p>



	<p><b>Ask this:</b> What did you notice about how you watched the debates after you identified your priorities? Did you listen differently?</p> <p><b>Reflections with Nearpod collaborative board:</b> Remember that you can submit the first answer if you'd like to model a response or get the conversation rolling.</p> <p><b>Try this:</b> Time permitting, open a conversation in Zoom to give students room to elaborate on what they noticed or what surprised them in their reaction to the clips.</p>
	<p><b>Frame this:</b> Now that we've reflected individually on how we as voters/prospective voters evaluate presidential candidates for the job, we're going to get a chance to learn from each other.</p> <p>We will collaboratively design presidential leaders, and we'll put them to the test in a variety of complex future scenarios.</p>
	<p><b>Ask this:</b> How can we learn from each other's perspectives?</p> <p>Explain that students will be working in Breakout Rooms on Zoom in groups of 4-6 students. Give the students 7-12 min to work together to design a presidential candidate based on the experience, leadership qualities, and personal attributes they identified.</p> <p>In the group, each student should briefly share what they identified as the most important. Then look for patterns in the group and try to reach consensus on 2-3 criteria that you all agree are highly desirable or essential.</p> <p><b>Frame this:</b> Encourage them to approach disagreement with curiosity and inquiry. This is NOT about persuading each other or changing minds. It's possible that people interpret the categories in different ways. Look for common ground and keep an open mind.</p> <p><b>Pro Tip:</b> Provide a link to the original PDF of the Leadership Criteria worksheet (<a href="https://bit.ly/VBDLeadershipCriteria">https://bit.ly/VBDLeadershipCriteria</a>). Put it in the chat now, so that students can</p>

	reference it during group work.
	<p><b>Frame this:</b> Remind the groups to end their discussions with a contribution to a Collaborate Board that will be up in Nearpod. The Nearpod board can remain open while the groups connect.</p> <p><b>Ask this:</b> One representative from each group should post to the board 2-3 essential leadership qualities and a filled in response to the question, “We hope the country is more _____ as a result of the President’s time in office.”</p> <p><b>Tech tip:</b> Now send students into the breakout rooms. If you haven’t pre-assigned them, they’ll be randomly assigned now in Zoom. While the students are in the Breakout Rooms be sure to keep an eye on the time. You can drop into any room at any time to check in.</p> <p>Be sure to review &amp; approve responses as they come in. You also might post to the Collaborate board to demo a good response structure and seed the conversation.</p> <p>Give them a 2 minute warning before you close the groups, and offer a reminder to fill in their group’s responses in the Collaborate Board. When there’s 1 min left, close the Breakouts. Zoom will bring everyone back automatically in 60 seconds.</p> <p>As the full group is reassembling in the main Zoom room, encourage any group that hasn’t already to finish their contribution to the Collaborate board.</p> <p><b>Ask This:</b> What do you notice about what we as a group want in a presidential leader and for the country as a result? How difficult/easy was it to find consensus on qualities and attributes?</p> <p>Wrap &amp; transition by thanking the groups for their work together to build such strong composite candidates. Surely these high-potential, hypothetical leaders will go on to do great things...</p>



**Frame this:** We're going to jump into the future. It's now 2021, and CONGRATULATIONS, your newly created president has won.

You have occupied The Oval Office for 9 months. Enough time to get settled, but not so long that you have an established track record.

And, a new crisis has emerged....

We will now explore a series of hypothetical crises that test your president's leadership qualities and communication.

**Try this:** For educators with more time available, you may want to have students actually come up with the opening line for the press briefing that reflects the type of leader you'd like to see in the Oval Office.

### IT'S OCTOBER, 2021.

You've just received a classified briefing on an **unfolding crisis**.

You have to make a **2 min press conference** to the country.



**Ask this:** Imagine environmental disasters hitting both coasts, killing thousands and devastating internal infrastructure.

What would a good leader convey? How does this relate to the leadership qualities you identified in your group that mattered?

Ask students to respond in the chat to actions they hope that a leader would take, and the leadership qualities that would support those actions. E.g.: "Express condolences for the affected families, showing compassion and empathy." "Bold action to fund FEMA to ensure displaced families have access to emergency needs."



**Ask this:** Imagine the election that put your president in office displays clear evidence of election hacking.

What would a good leader convey? How does this relate to the leadership qualities you identified in your group that mattered?



**Ask this:** Imagine that the water structure in several major cities becomes compromised.

What would a good leader convey? How does this relate to the leadership qualities you identified in your group that mattered?



**Frame this:** What else could you imagine happening? (Consider asking students to answer this in chat)

We tend to vote based on what's available to us from the past. We also need to be thinking about what might unfold in the future. What kind of leader do we want stewarding our future?





**Frame this:** What patterns did the students notice in the messages and qualities they believed their leader should present? How did the different crises call for different aspects or strengths of leadership?

How has the experience of working through an unforeseen or even unprecedented crisis changed the way you think about the role of the President?

After thinking about these crisis responses, is there anything that you might add to your list of essential qualities/characteristics from the first part of the session?

### PROMOTING INFORMED CIVIC AGENCY

"As a citizen it's our most important function to somehow be able to evaluate: Who do we want as our leader who's going to mobilize us to go forward toward our goals?"

"When you think about evaluating candidates for the presidency, I think it's the same thing as evaluating anybody you're going to choose as a leader in whatever organization you're in."



### PROMOTING CLARITY & CIVIC AGENCY

"So look and see whether or not they've exhibited **humility**, have they exhibited **empathy**, have they exhibited **self awareness**, **self discipline**, **self control**?"

Do they show an **ambition** that's just for themselves?  
Do they seem to **want to make a difference** in people's lives?

Are they **approachable**, are they **accessible**?  
Are they **honest when they've made mistakes**?"



**Frame this:** We can return to Doris Kearns Goodwin, one of America's most influential presidential historians, to offer great distillation of the essential question we've been considering: How do we identify the best leaders to help us solve today's challenges and the unknown challenges that will arise in the future?

DKG has dedicated her career to understanding what makes for a great Presidential leader and why. It's her greatest hope that we - as voting citizens - make informed decisions based on critical leadership qualities, rather than who won the most recent twitter war.

**Ask 1-2 students to read the words of DKG on the next two slides.**

I used to think ...

And now I think ...

VOTE BY DESIGN

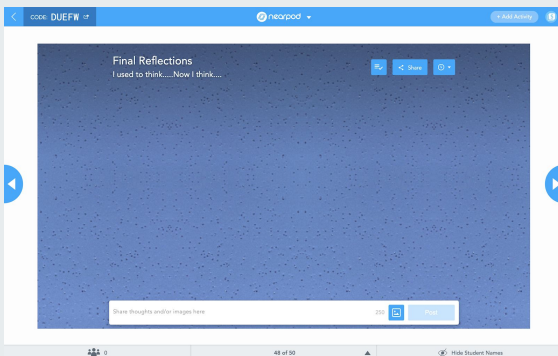
### Frame this: Final Reflections

This program originated at the Stanford d.school - a design institute at Stanford which focuses on helping students build creative problem solving skills. Their classes always end with reflections in the form of "I used to think....And now I think."

We will do that to close this class, reflecting on all that we discussed, including:

- The President's job.
- The past experiences, leadership qualities, and personal attributes we value.
- What "good" looks like, from a historical perspective.
- How we surface and check our biases through active listening.
- Presidential responses to unforeseen crises; their leadership qualities in action.

The next slide is a collaborative board in Nearpod.



**Ask this:** Please take a moment to fill in your reflections in the collaborative board.

Remember to give students a moment to respond before you approve answers and start filling up the board. It can be helpful to post the first answer to model the response structure.

Take the time you have to discuss the different answers and encourage students to elaborate in conversation.

Thank students for their creativity, collaboration, and openness to this workshop! Encourage them to explore the follow-up resources, spread the word to other students and teachers, get involved with Vote by Design, and [register to vote](https://www.whenweallvote.org/register/) (<https://www.whenweallvote.org/register/>)!



**WHERE DO WE GO FROM HERE?**

- Reflect on experience
- Have conversations with others
- Explore future reading
- Register to VOTE!



**Frame this:** Where do we go from here?

Optional reflection activities and ideas to extend the experience from here:

- Ask students to write up a small paragraph reflecting on the experience.
- Ask students to have a conversation with a voting family member to ask about their first-time voting experience, how they make their decisions as a voter, and/or who their favorite president is and why.
- As a follow-up activity, ask students to complete the qualities & attributes worksheet researching other historical presidents.
- Ask students to listen to an episode of Presidential to learn more about the leadership qualities of past Presidents through the eyes of historians.
- Ask students to watch the additional and upcoming debates with the checklist and their priorities in mind.



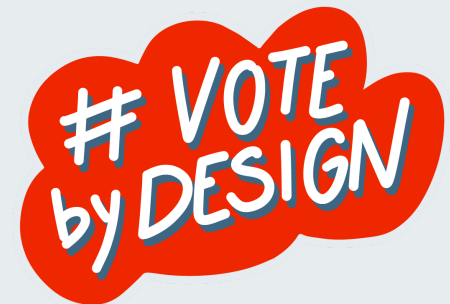
## AFTER YOUR SESSION

You did it! Congrats & THANK YOU for helping a group of new and/or prospective voters feel more clarity on their decision-making processes and empowered in exercising their right & responsibility to choose a future leader of the country. We have some more ideas below to help you extend the conversation and experience with your students, but first, we have two (very quick & easy) things we'd ask you to do to help us make this experience even better.

When you closed your session, Nearpod automatically emailed you a PDF report with student responses to the polls and interactive boards. **Please forward us a copy of the report at [info@votebydesign.org](mailto:info@votebydesign.org).** We're compiling data to make the lesson experience better and to include more snapshots (from the collaborate boards and polls) of what next-gen and first-time voters around the country want in a leader at the highest level. **We will NOT use any identifying information about you, your class, your school, or your students in our work.**

Now that you're an expert on the curriculum, we'd love your help in making it better. Please email us at [info@votebydesign.org](mailto:info@votebydesign.org) with your feedback, suggestions, and comments. What should future facilitators know? What do you wish you had known before leading the lesson? What did you learn leading it?

**Thank you for joining this movement! We hope that you too will get involved, help spread the word, and [register to vote!](#)**



## FOLLOW-UP RESOURCES

We hope that Vote by Design sparks reflection and conversation, and we'd love to support you and your students in both going forward. We've included a short list of recommended resources that either helped to inform the design of the lesson itself or strike us as potentially useful further reading, listening, and viewing.

- The Washington Post's [Presidential podcast](#) explores how each former American president reached office, made decisions, handled crises and redefined the role of commander-in-chief.
- The PBS Learning Media series [60-Second Presidents](#)--quick videos on each of the first 44 presidents. This is part of a larger collection of classroom resources that you can access from the same page.
- The PBS American Experience collection [The Presidents](#)--full of documentaries, biographies, articles, and more exploring presidential history.
- John Dickerson (of CBS Face the Nation, Slate, and The Atlantic) revisits moments from the American carnival of politics in his podcast, [Whistlestop](#). Hear about the grand speeches, emergency strategies, baby kissing, and backstabbing that make each presidential cycle so fascinating.
- Sue Halpern wrote a fascinating article about [The Neuroscience of Picking a Presidential Candidate](#), in The New Yorker. This article speaks about the unconscious bias we all have in making decisions.

## COMMON CORE STANDARDS TABLE

### CALIFORNIA STANDARDS ADDRESSED

CCSS.ELA-Literacy.RH.9-12.2: Determine the central ideas or information of a primary or secondary source.

CCSS.ELA-Literacy.CCRA.6-12.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.CCRA.6-12.SL.2: Integrate and evaluate information presented in diverse media and formats.

HSS.12.4.4: Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.

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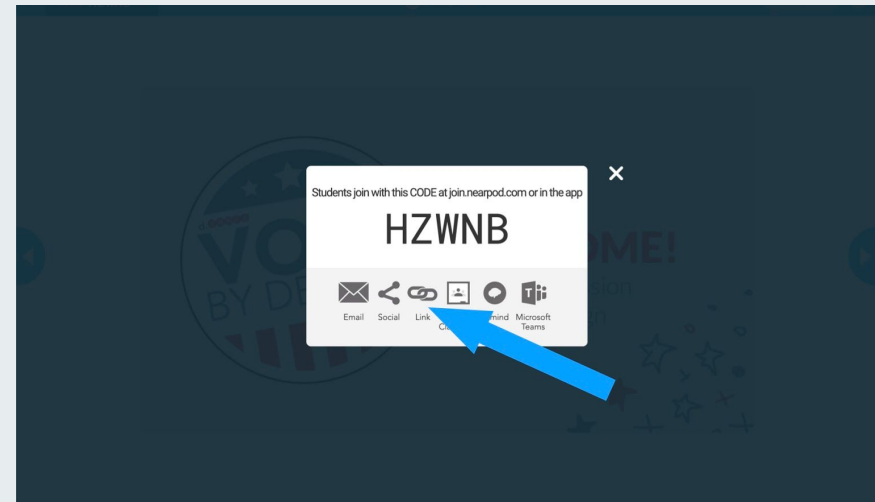
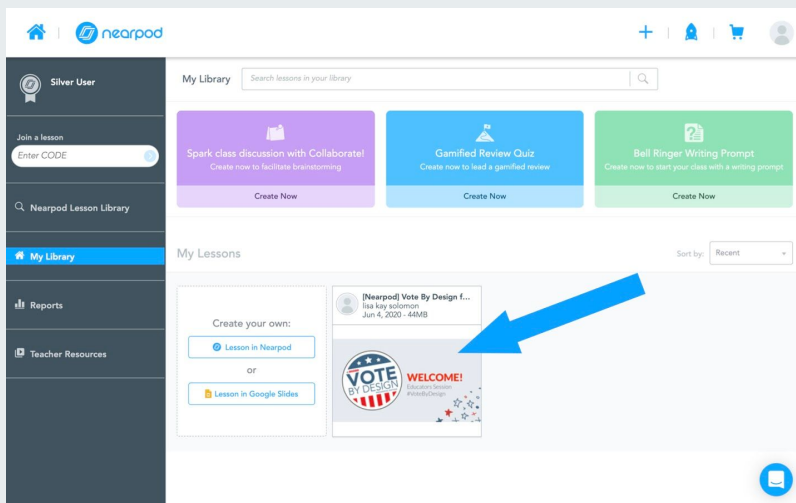
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## APPENDIX: HOW TO USE NEARPOD

When you're ready to launch your Vote by Design session with your student group, log into your Nearpod account, and find the Vote by Design lesson in your library. Hold your cursor over the lesson, and click on "Live Lesson" when the option appears.

When you start the lesson, Nearpod will generate a code that your students will use to join. **Select the Link icon to copy and save to share with your students in the Zoom chat--or send it to them in advance.**



You are seeing the admin/teacher view of the lesson in Nearpod. The student view is only of each slide as you're sharing it, each poll as it's activated, and the poll responses when you choose to share those as well.

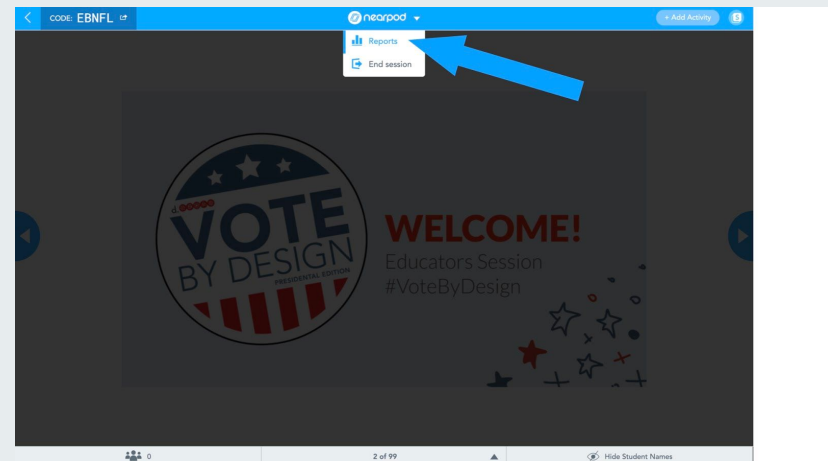
**YOU DO NOT NEED TO SHARE YOUR SCREEN FOR STUDENTS TO FOLLOW THE SLIDES & SESSION.** In fact, it may confuse students if you do, as you can't do the interactive elements through the screen share. Students have to open up a separate browser window.

### Class Settings:

We recommend two final things on the next screen before your students join.

(1) **Make sure the bottom right bar reads “Hide Student Names.”** This is our recommended default setting to hide students’ names when they are responding to polls and collaboration boards. We’ve found that this setting takes some of the initial in-the-moment pressure off of students as they’re entering responses, and then allows for the facilitator to bring specific individuals into the conversation as they feel comfortable sharing more.

(2) **Click the top-center Nearpod dropdown menu and select Reports to request an automatic session report to be sent to your email address after the session.** This will capture all of the poll responses and collaborate board input for sharing and/or review.

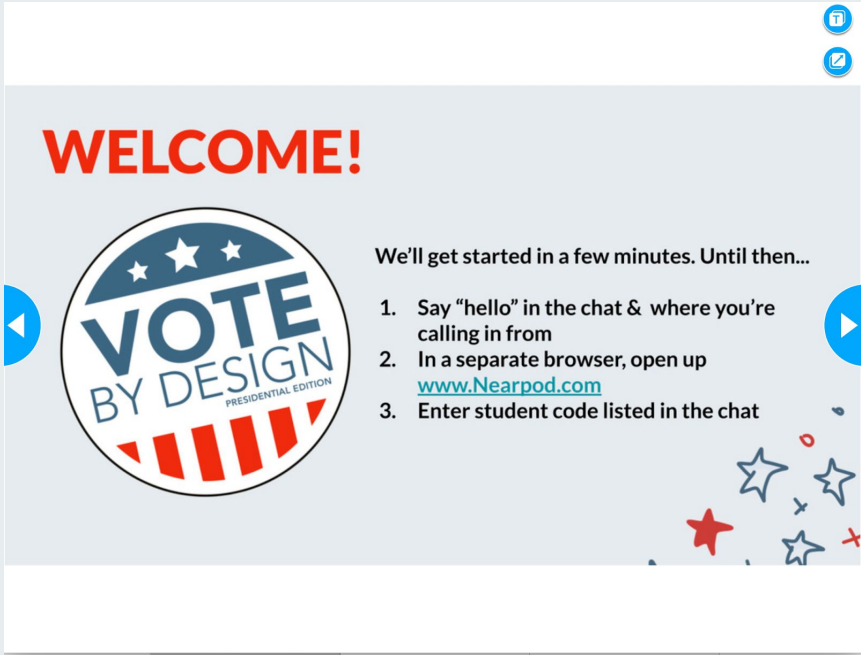
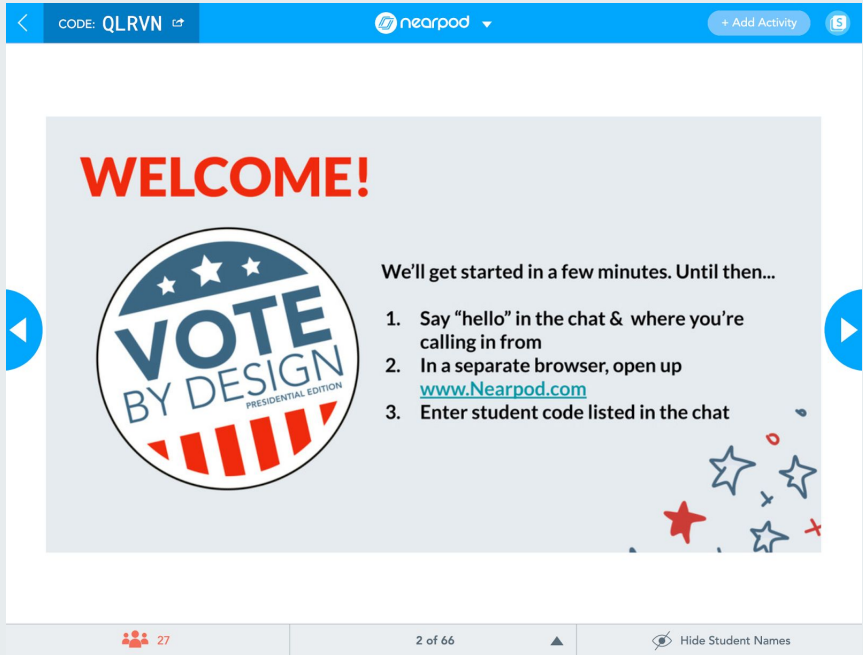


## GETTING READY TO LAUNCH

At this point, you should already be logged into Nearpod and the VbD lesson, and you should be joining your students on Zoom (or similar). Again, we recommend that you encourage all of your students to join on camera for the session and to have the chat open as well.

**Tech tip:** Once your group is all assembled on Zoom, **paste the link from Nearpod into the chat for your students to join the lesson in their web browsers.** Advise the students to arrange the windows (one for Zoom and the other for Nearpod) side-by-side in their displays. Keep posting the link in zoom until everyone has joined the class to make sure everyone is in the class.

Now, the students will see the slides you're sharing--just without the admin controls.

Nearpod <b>Student</b> View	Nearpod <b>Teacher</b> View
 <p>The screenshot shows the 'WELCOME!' slide in the 'VOTE BY DESIGN' lesson. The slide includes a circular logo with stars and stripes, and a list of instructions: 'We'll get started in a few minutes. Until then...', '1. Say "hello" in the chat &amp; where you're calling in from', '2. In a separate browser, open up <a href="http://www.Nearpod.com">www.Nearpod.com</a>', and '3. Enter student code listed in the chat'. The interface is clean with navigation arrows on the sides.</p>	 <p>The screenshot shows the same 'WELCOME!' slide but from the teacher's perspective. It includes a top blue bar with the code 'QLRVN', the Nearpod logo, and an 'Add Activity' button. The slide content is identical to the student view. At the bottom, there is a status bar showing '27' participants, '2 of 66' slides, and a 'Hide Student Names' option.</p>