

SABE



PROJECT

Voter Education Toolkit



**Your Vote is Your Voice
For Our Nation's Future!**

SABE

A logo for the Voter Project. The word "VOTER" is written in white capital letters on a red and blue background with white stars.

PROJECT

GoVoter Education Toolkit

2018 Edition supported by:

Self Advocates Becoming Empowered (SABE)

National Disability Rights Network (NDRN)

Moore Advocacy Consulting

ELP Consulting

Southwest Institute for Families and Children (SWI)

The SABE Voter Project would also like to thank the following for their many contributions to the success of this toolkit and the trainings with self advocates and P&As: Oklahoma Disability Law Center, RRTC on Aging and Developmental Disabilities University of Illinois Chicago, National Center for Self Determination & 21st Century Leadership, The Joseph P. Kennedy Jr. Foundation and the Administration on Developmental Disabilities.

For More information Contact:

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www.SABEUSA.org or

www.GoVoter.org

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Training Tools



SABE *G*O*V*O*T*E*R* Project

Dear Self Advocates:

People with Disabilities can make a difference with their vote. Voting is a right and responsibility of every citizen over the age of 18 in the United States. Just because you happen to have a disability does not mean you cannot vote or your vote does not matter. What it does mean, however, is that you need to learn about the how-to's and what-for's of the voting process and be prepared and well informed when you do vote.

To help you do this, Self Advocates Becoming Empowered (SABE) welcomes you to the SABE GoVoter Project Toolkit. This is a training class that is lead by self advocates to teach other self advocates about the importance of voting.

We believe that you will find this Toolkit easy and fun to use. We know this because hundreds of self advocates from across the United States have used this Toolkit with their friends and gave us ideas on how to make it better. Now, it is your turn to become the Leader!

The Toolkit has been designed to help you be a successful speaker when teaching your friends and neighbors about voting; and, at the same time allow you to be creative in how you teach the group. Here are some tips about how to use the Toolkit:

- The training can be used with groups who have a lot of experience or a little experience in voting.

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- As the speaker you decide if you move quickly or slowly through the chapters when you are using the Toolkit based on how well the group knows the topic.
- The Toolkit and power point slides are designed for you to add state specific voter information. They will tell you when it is time to add this information.
- Gather your state specific information for these slides before the training begins. Work with your state Protection and Advocacy (P & A) organization to get this information. It makes the training more powerful when you are prepared and well informed. You can get your P&A's contact information at www.ndrn.org
- The videos you will use in the Toolkit are on the www.govoter.org. The Toolkit will tell you which videos to add to each topic. This means you will want to download them onto a flash drive in case the internet is not working at your training site.
- You are encouraged to have your local voting machines at the training. Hands on use of the machines is really important because it will help everyone to become more comfortable with the machines and more likely to vote.
- Ask the group to complete an evaluation form. They will tell you how well you shared the information in the toolkit; what people actually learned; and, what they liked and did not like about the training. This is very helpful information to use when you lead your next class.

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Overall, this training is a great opportunity to work with your state Protection and Advocacy organization and Election Office. By using this toolkit together these groups can get to know each other. You may choose to invite them to be at the training to review your state voter registration forms; discuss the rules about voting in your state; and to learn about each other's organizations.

You have the information and tools to increase the number of people with disabilities who vote. When more self advocates vote our issues will be talked about by candidates. You can make this happen by using this Toolkit.

We want to hear from you. If you have any questions or great ideas about this Toolkit please contact us by going to our website, www.govoter.org .

Our goal is to increase the number of people with disabilities who understand how voting works, how to learn about candidates and issues, and who are prepared to vote and make their future better.

Good luck and have fun teaching other self advocates about voting!

The Project Vote Team,

Tia Nelis (Silver Spring, MD), Teresa Moore (Phoenix, AZ), Juliana Huereña (Phoenix, AZ), Bill Lucero (Phoenix, AZ), and Essie Pederson (Cincinnati, OH).

Training Tools

Remember to work as a TEAM!



Together

Everyone

Achieves

More

Everyone has a job

Everyone takes a turn with each job

Everyone helps to make choices

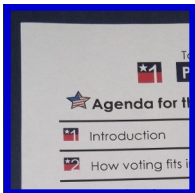


Jobs for Team Members

The **Speaker** - guides each topic and discussion.



The **Technology Specialist** -in charge of technology issues, shows the group the PowerPoint slides and helps with activities.



The **Handout person** - passes out papers and helps with activities.



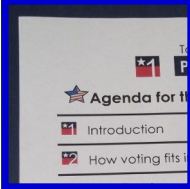
The **Note Taker** - writes or draws on **BIG PAPER** and helps with training discussions.

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What to Bring To The Training



Camera to take photos to put in your groups newsletter or website



Copies of **SABE GOVOTER PROJECT** Handouts (black and white or in color)



Masking tape



Fragrance-free markers so they don't smell



Candy (for games in topic #2 and topic #5)



Voter Registration Cards and Signature Stamp forms (for topic #3)



Arrange for voting machines to be available for the group to practice (for topic #6)



A sign in sheet and name tags

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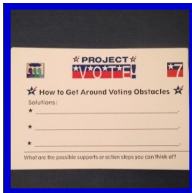
What to Bring To The Training



Black or blue pens



“Go Vote” training DVD. Flash drive, or downloaded from www.govoter.org



How to Get Around Voting Problems Activity Cards (print on index cards or card stock) or use the video on www.govoter.org



You may want to bring some paper for taking notes



Your group might like to give out certificates if people complete training on all topics



Projector, laptop computer, PowerPoint slides and a large white space that you can project the slides on



Collect brochures from your Self Advocacy Group, Protection & Advocacy Organization, and Election Office **before** the training

How to Use the GoVoter Toolkit

- This Toolkit is divided into ten parts that we call topics. Each topic has slides to guide the training and may have handouts or video
- The pictures in the Toolkit topics will help your team
- Here is a list of the pictures and what they mean:



When you see the picture of the clock this means, look for how much time it will take for each topic.



When you **see** the picture of the man speaking, this means, look for a blue box with examples of what you could say. Sometimes there will be words in **BLUE**. These are things that you need to do instead of things to say.



When you see the picture of a group of people, this means that there will be a group activity or discussion.



When you see the picture of an easel with big notepaper, this means to use the **BIG PAPER** to take group notes during the training.



When you see the picture of a projector and laptop this means show a new SABE GoVoter Project PowerPoint slide and read it to the group.

Getting Ready for a Training Worksheet

Training Date _____

Topic # _____ Title _____

Who Does What During the Training

Speakers:

Protection and Advocacy person _____

Self Advocacy Group person _____

Technology Specialist _____

Welcome and Sign in person _____

Handout and Forms person _____

Room set-up and clean-up person _____

Note taker _____

Things To Do Before the Training

Bring all handouts _____

Bring voter registration forms _____

Bring Certificates of Completion _____

Bring name tags and sign in sheets _____

Make **BIG PAPERS** _____

Bring Voting Machines _____

Bring equipment (projector, laptop, screen, flash drive) _____

Other _____

Other _____



Write these things at the top of each BIG PAPER to prepare for the topic they are listed in the order they are used in the training

- Topic #1 Introduction - make these **BIG PAPERS**
- Parking Lot
 - Biggest Voting Question
- Topic #2 How Voting Fits into Life - make these **BIG PAPERS**
- How Voting Fits into Your Life
 - Other Things You Vote On
- Topic #3 Registering to Vote - make these **BIG PAPERS**
- Other Places To Register
 - What Makes Registering Hard
 - Good Registering Experiences
 - Supporting Registration
- Topic #4 Rights and Responsibilities - make these **BIG PAPERS**
- Other Voting Rights
 - Other Voting Responsibilities
- Topic #5 Ways to Learn About Candidates and Issues - make these **BIG PAPERS**
- Learn About Issues or Candidates
 - Who Would You Vote For and Why
 - What Would Change Your Mind and Why

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- Topic #6 How Do You Vote - make these **BIG PAPERS**
- How Do You Vote
 - More Places to Vote
- Topic #7 Ways to Support Voting - make this **BIG PAPER**
- Solutions
- Topic #8 Ways to Get Involved & Building a Voting Community make these **BIG PAPERS**
- Ways to Get Involved in Voting
 - Community Partners
 - Ways to Work Together
 - Training Plan
- Topic #9 Best Practices for Partnering - make these **BIG PAPERS**
- Name
 - Mission & Vision
 - Responsible For
 - Other Things
 - What Are We Doing Now
 - What's Working
 - What's Not Working
 - Opportunities
 - What's Working Better Now
 - What's Still Not Working
 - New Opportunities
- Topic #10 Evaluating the Training and Getting Feedback
- What Did You Think About the Training

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★ **Voter Training Topic #1** ★

Introduction to the Training

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Things to do for Topic #1



Allow 45 minutes for this topic.

Be sure you have:



Masking tape



Fragrance-free markers



Make **BIG PAPERS** with these words on the top:

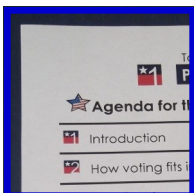
- Parking Lot
- Voting Questions



Be sure you have **SABE GOVOTER PROJECT** Slides #1 - #3 and technology:

- Blurry Screen
- Purpose of the Training
- Get to Know Each Other

Set up the blurry screen slide. This is done with the projector out of focus so that people cannot clearly see the words on the slide.



Be sure you have copies of **SABE GOVOTER PROJECT** Handouts:

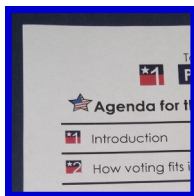
- Agenda
- Get to Know Each Other

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Introduction

Purpose of this topic:

- Review the overall purpose of this training
- Get to know each other
- Find out the most important question each person would like to answer about voting



1. Hand out the agenda.

2. You can start the training by saying:



Welcome and Logistics (event planning)

Thank you all for coming. We are happy you are here and hope you enjoy this training.

Before we begin I have a couple of items. If everyone could sit in the front of the room, that would be great. We use the slides a lot.

Also, we have breaks built into the agenda, but use the restroom if you need to. We want you to be comfortable. The restroom is located

(_____ **fill in where the restroom is located**_____).



3. Put Parking Lot **BIG PAPER** on the wall.

Introduction



4. Explain the Parking Lot **BIG PAPER** by saying:

All comments are welcome. Sometimes we use a Parking Lot **BIG PAPER** to write questions.

If you have a question, and don't get a chance to ask, tell us and we will write it down on the parking lot.

We will go over the questions at the end of the training.



5. Show slide #1, Blurry Screen. Adjust the projector so that the words fuzzy or blurry. This is part of the training. We do this on purpose.



Sometimes voting can make you feel like this blurry screen. At the end of the training, we want voting to look like this...

(make the image clearer on the screen by adjusting the projector knobs).

6. Explain the slide by saying:

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Introduction

7. Start by saying:

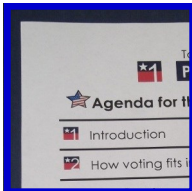


So why are we here today? **(pause)**

We will use slides and handouts to make sure everyone knows the purpose of the training.



8. Show slide #2, Purpose of the Training and read it to the group.



9. Hand out Get to Know Each Other.



10. Begin the group discussion by saying:



Now we're going to do a fun activity so you can get to know each other. Please find someone you don't know very well to talk with

Does everyone have a partner? You can also ask any of us. **(pause)**

I am going to go over the handout. You can also follow along with the slide.

Please write down your partner's answers on the handout sheet. This is like an interview.

If you need assistance with writing, we can help.

Introduction



11. Show slide #3, Get to Know Each Other and read it to the group.

12. Show how to introduce each other by saying:



Now we will show you how to do the activity.

Pat: “Hi my name is Pat”

Taylor: “Hi my name is Taylor”

Pat: “Where are you from”

Taylor: “I’m from Phoenix Arizona”

Pat: “If you were not here today, what would you be doing?”

Taylor: “I would be watching my favorite soap opera”

Pat: “What is your biggest voting question”

Taylor: “I want to know more about how to register to vote”

Now it’s your turn to do the exercise.

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Introduction



13. Give people 10 minutes to interview each other.



14. Say:



Did you get to know your partner better? (pause)

While you introduce your partner, we will write “What is your biggest voting question?” on the **BIG PAPER**. Save this information, the **SABE GoVoter Project** wants to know.

Our goal, as trainers, is to answer your biggest voting questions before the end of the training.

Let’s get to started. Share your partner’s story with the group. so we can get to know each other.

Introduce your partner to us using your notes.

Partners, you can help if they get stuck.

(pause)



15. Write each person’s comments on the **BIG PAPER**: Voting Questions.

16. Ask the group:



Are there any questions about the training so far?

(pause)

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★ **Voter Training Topic #2** ★

How Voting Fits into Your Life

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Things to do for Topic #2



Allow 45 minutes for this topic.

Be sure you have:



Masking tape



Fragrance-free markers



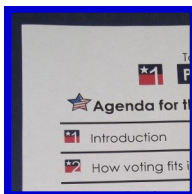
Make **BIG PAPERS** with these words on the top:

- How Voting Fits into Your Life
- Other Things You Vote On



SABE GOVOTER PROJECT PowerPoint slides #4 - #7 and technology:

- How Voting Fits into Your Life
- How has Voting Made a Difference
- Things to Vote On
- Vote for your Favorite Candy



Copies of **SABE GOVOTER PROJECT** Handouts:

- Candy Ballots print on three different colors of paper (pink, blue, and white).



How Voting Fits into Your Life

Purpose of this topic:

- **Talk about how the choice to vote fits into our lives**
- **Share stories about the importance of voting in your life**



1. Show slide #4, How Voting Fits into Your Life.

2. Start by saying:



First, we want to find out who is registered to vote?
Can you please raise your hand or have your
neighbor raise both hands. **(pause)**

Who has voted? Please raise your hand. **(pause)**

Now we are going to talk for 10 or 15 minutes
about how the choice of voting fits into your life. I
have a voting story to share, _____

write your story here

Do you have examples of how the choice of voting
has fit into your life? **(pause)**



3. Write comments on the **BIG PAPER**: How
Voting Fits into Your Life.

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How Voting Fits into Your Life



4. Introduce video:

We are going to show you a short 30 second video about voting. While you watch the video please think about how voting has made a difference in your life or the lives of other people with disabilities.



5. Show What's Important to You Video.



6. Show slide #5, How Voting Made a Difference and read to group.



7. Ask the group:

Now let's talk about your experiences in voting.

- What types of things or people have you voted for in the past? **(pause)**
- How did it make you feel to vote? **(pause)**
- As a citizen, are you responsible to vote?
(pause)

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How Voting Fits into Your Life



8. Show slide #6, Things to Vote On slide.



9. Begin the group discussion by saying.

Here's a list of some different things you can vote on. Please raise your hand if I read something that you have voted on. **(read the list on the slides)**

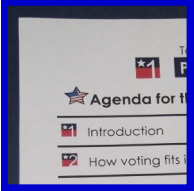
Are there any other things you have voted on?
(pause)



10. Write comments on the **BIG PAPER**: Other Things You Vote On?.



11. Show slide #7, Vote for your favorite candy.



12. Handout Candy Ballots.



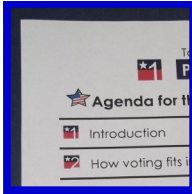
13. Start the game by saying:



Now we're going to play a game. We have handed out ballots and we want everyone to vote for their favorite piece of candy. Everyone will get a piece of the candy that gets the most votes.

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How Voting Fits into Your Life



14. Collect the ballots and count them to find out what candy won favorite candy. Announce the winner to the group.



15. Continue the game by saying:

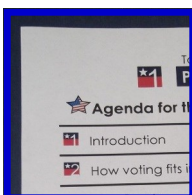


Oh no!

As we were counting your ballots we found some mistakes.

Everyone who voted on the white paper forgot to register to vote. **(rip up the ballots on white paper)**

Everyone who voted on the pink paper didn't go to the polls because they didn't think that one vote would matter. **(rip up the ballots on pink paper)**



16. Recount the ballots and give everyone a piece of the candy that now has the most votes.

 **How Voting Fits into Your Life**



17. End the discussion by saying:



In the real world only 6 out of every 10 people with disabilities actually get out and vote.

If you don't go out and vote then you are going to get what other people decide is best.

- In this activity, did you get what you wanted?
(pause)
- Did it make a difference when everyone voted instead of only a few people? **(pause)**

If you are not voting then you are taking a very big risk.

- Are there any questions or comments about how the choice to vote fits into our lives?
(pause)

We are going to have a 15 minute break. That means be back at _____.



Time to take a



**15 minute
BREAK**

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★ Voter Training Topic #3 ★

Registering to Vote

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Things to do for Topic #3



Allow 45 minutes for this topic.

Be sure you have:



Masking tape



Fragrance-free markers

Make **BIG PAPERS** with these words on the top:



- Other Places to Register
- What Makes Registering Hard
- Good Registering Experiences
- Supporting Registration

SABE GOVOTER PROJECT PowerPoint slides #8 - #14 and technology:



- Registering to Vote
- Who Can Register to Vote
- Places People Can Register to Vote
- Supporting Registration

Copies of **SABE GOVOTER PROJECT** Handouts:



- Voter Registration Forms and Signature Stamp Forms (if your state uses them) from your elections office.

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Registering to Vote

Purpose of this topic:

- Learn who is eligible to vote in the USA
- Find out where we can register to vote
- Fill out registration cards



1. Show slide #8, Registering to Vote.

2. Start by saying:



Next we will talk about the different rules that say who can and cannot register to vote. There are federal and state voting laws that we need to follow.



3. Show slide #9 - #10, Who can register to vote in the U.S.A. and read to the group.

4. Introduce the topic by saying:



Next we will talk about the different places people can register to vote.

It is important to learn how people register to vote in different states. We can teach our state about how to make voting easier.

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Registering to Vote



5. Show slides #11 - #13, Places People Can Register to Vote and read to the group.



6. Write comments on the **BIG PAPERS**: Other Places to Register



7. Now ask the group:



We are going to talk more about registering experiences. Remind me...

- Who is registered to vote? Raise your hand. **(pause)**
- How did you register to vote? **(pause)**
- If you have registered to vote, how did it go for you? What were the good parts and hard parts about registering to vote? **(pause)**



8. Write comments on the **BIG PAPERS**:
 - What Makes Registering Hard
 - Good Registering Experiences



9. Hand out Voter Registration Forms if they are not already on the tables.

Registering to Vote

10. Start the next section by saying:



One of the ways you may be able to help people in your state is by helping them to fill out registration forms.

Next we will work in small groups to fill out registration forms.

We would like each of you to practice how to help each other fill out the form (and signature form). After this you will know how to volunteer for a registration drive.



11. Show slide #14, Supporting Registration and read to the group.

12. Remind everyone that there is a correct way to fill out the registration forms.



Before you start with your group, there are a few tips for filling out registration forms.

- Use a blue or black ink pen.
- Sign the registration form.
- If you use a signature stamp, then you may need to fill out another form.
- Write out your full street address.
- Write clearly so others can read it.

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Registering to Vote



13. Take 15 minutes to complete forms.



Now let's take a few minutes to practice helping someone to fill in their registration form.

At your table take turns interviewing each other. Pretend you are helping someone at a registration drive fill in their forms.



14. Wait 15 minutes while the groups practice filling out registration forms.



15. Write comments on **BIG PAPER**: Supporting Registration.



16. Ask the group:



- ♦ What did you like about filling out the forms?
(pause)
- ♦ What did you not like about filling out the forms?
(pause)
- ♦ How did supporting others to register go?
(pause)
- ♦ If you have registered to vote, how did it go for you? **(pause)**

17. Say:



A couple of things to remember about registering to vote:

- You will get a voter registration card in the mail after you register to vote.
- Each state is different, but in our state it is important to register at least _____ days before the election.
- You must fill out a new voter registration form if you move. Even if you are just moving across the street.

18. Ask the group:



Are there any questions or comments about registering to vote?

You can add any questions or other things you want to say to the group [HERE](#).

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★ **Voter Training Topic #4** ★

Rights and Responsibilities

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Things to do for Topic #4



Allow 45 minutes for this topic.

Be sure you have:



Masking tape



Fragrance-free markers



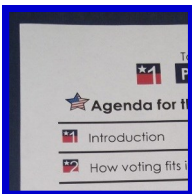
Make **BIG PAPERS** with these words on the top:

- Other Voting Rights
- Other Voting Responsibilities

SABE GOVOTER PROJECT PowerPoint slides #15 - #27 and technology:



- Rights and Responsibilities
- Voting Rights
- Voting Responsibilities
- My Vote



Copies of **SABE GOVOTER PROJECT** Handouts:

- Voting Rights

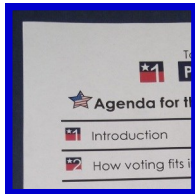
4 Rights and Responsibilities

Purpose of this topic:

- Talk about our responsibilities when voting



1. Show slide #15, Rights and Responsibilities.



2. Pass out handout, Voting Rights.

3. You can begin this topic by saying:



Next we are going to talk a little more about being a voter. As a voter you have rights and responsibilities.

We are going to start by talking about your rights as a voter. Your rights as a voter come from State and National laws.



4. Show the slides #16 - #21, Your Voting Rights and read them to the group.



5. Write comments on the **BIG PAPER**: Other Voting Rights.

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4 Rights and Responsibilities



6. Ask the group:



What are some of your other rights as a voter?

(pause)

As a voter you also have responsibilities.



7. Show slides #22 - #25, Your Voting Responsibilities and read to the group.



8. Write comments on the **BIG PAPER**: Other Voting Responsibilities.



9. Ask the group:



What are some of your other responsibilities as a voter? **(pause)**

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4 Rights and Responsibilities

10. Introduce the My Vote poem on the next page:



Before our break, we want to share a poem written by Jeff Ridgeway, a friend of ours from Alabama.

He wrote this poem during his first **SABE GOVOTER PROJECT** training. He was a **SABE GOVOTER PROJECT** trainer in Alabama.



11. Show slide #26 - #27, My Vote and read the poem to the group (the poem is also on page 38 of the toolkit).



12. Ask the group:

Are there any other questions or comments before we take a break? **(pause)**

MY VOTE by Jeff Ridgeway



They say I can't vote

They say the decision is not mine

They say I don't understand

I guess they think they're being kind

I wonder what they would say or think if they only knew

That when they call the President "Our President",

I want to Call him mine too.

If I never get the chance to Vote -

**Pulling the lever, punching the card, or writing the name
down.**

**I stay the same - dumb, misinformed, unchanged,
unempowered.**

That is what this world expects me to be.

But I want so much more

**I want to be the most educated - the most informed - the
most totally changed - the most totally empowered person
that I can be when I vote.**

I can make a difference and then I can say with pride,

"Not Yours,

not theirs,

but My President

because I helped put him there."

Time for LUNCH



1 hour

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★ Voter Training Topic #5 ★

**Ways to Learn About
Candidates and Issues**

SABE *G*O*V*O*T*E*R* Project

Things to do for Topic #5



Allow 45 minutes for this topic.

Be sure you have:



Masking tape



Fragrance-free markers



Candy



Make **BIG PAPERS** with these words on the top:

- Learn About Issues or Candidates
- Who Would You Vote For and Why
- What Would Change Your Mind and Why



SABE GOVOTER PROJECT PowerPoint slides #28
- #33 and technology:

- Ways to Learn About Candidates and Issues
- Meeting candidates



Ask three people to be the candidate characters and give them the Character Cards on pages 47 - 49 of the toolkit.

Ways to Learn About Candidate and Issues

Purpose of this topic:

- Talk about the different ways we can learn about the candidates, the things they stand for, and the issues that are important to our lives



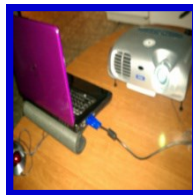
1. Show slides #28, Ways to Learn About Candidates and Issues.



2. Start by saying:



We put together a list with some ways folks can learn about candidates and issues.



3. Show slides #29 - #32, Ways to Learn About Candidates and Issues and read to the group.



4. Write comments on the **BIG PAPER**: Learn About Issues or Candidates.



5. Show slide #33, Role play - Meeting Candidates.



Ways to Learn About Candidate and Issues



6. Introduce activity:



So how do you know which candidate to vote for?
(pause)

We are going to role play three different candidates who have come to speak with your group. These are not real candidates they are really members of your group who are pretending to be candidates.

Once we meet each of the candidates then we will talk about who you would vote for and why you would vote for them.

Can the three volunteer candidates please come up to the front?



7. Give the three members who agreed to help with the role play their character cards and props. Introduce them as...

- Sally/Sam Socialite
- Carrie/Carl Community
- Lilly/Leo Legislator



Give each candidate character 3-5 minutes to talk to the group about why they are the best candidate to vote for.

SABE *G*O*V*O*T*E*R* Project



Ways to Learn About Candidate and Issues



8. Write comments on the **BIG PAPERS**:

- Who Would You Vote For and Why?
- What Would Change Your Mind and Why?



9. After 15 minutes, ask the group:



Do any of these characters deserve your vote? Let's talk about it. You get one vote:

- Who would you vote for and why? **(pause)**
- Why didn't you vote for the others? **(pause)**



10. Now ask the group:



Would it change your mind if you found out that

- Sally/Sam Socialite supported closing sheltered workshops and helping people get jobs in the community? **(pause)**
- What if you found out that Carrie/Carl Community had done something bad in the past, like stealing money from an employer? Would that change your mind? **(pause)**
- What if Lilly/Leo Legislator got campaign money from insurance companies and voted to cut Medicare? **(pause)**



Ways to Learn About Candidate and Issues

11. Tell the group:



It's not always easy to pick who we vote for. Even though they may speak well, there are many things to find out about our candidates and many things to think about before we decide who or what to vote for.

12. Ask the group:



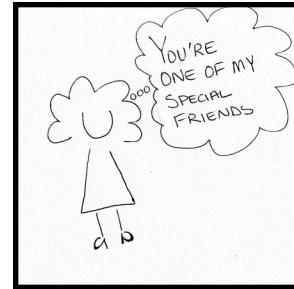
Are there any questions about ways to learn about candidates and issues? **(pause)**

CHARACTER CARD 1: Sally/Sam Socialite

Have you ever had someone treat you like you were a baby? This is how Sally talks to others in the training...

Things you can do:

- Pass out candy
- Pat people on the head



Things you can say:

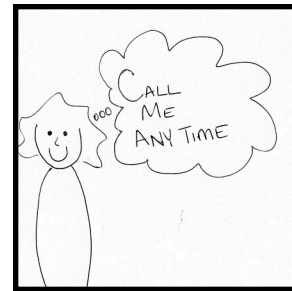
- “Do you like my suit?”
- “Lets have our picture taken together. I love photo ops”
- “We are special friends”
- “I can’t answer any questions now because I have an important appointment to get my hair done.”
- “I know what’s best for my special friends”

CHARACTER CARD 2: Carrie/Carl Community

Have you ever had someone really listen to you and think that your ideas are interesting? This is how Carrie/Carl talks to others in the training...

Things you can do:

- Shake hands with people
- Listen to what people have to say



Things you can say:

- “Do you remember me? I came to your meeting last month”
- “I voted on issues about closing institutions”
- “I spent time with your group when you had legislative day”
- “I believe that people with disabilities are People First so I always use People First language.”
- “I voted so that people with disabilities could have community jobs”
- “Call me at 1-800-CARRIE (or CARL)”

CHARACTER CARD 3: Lilly/Leo Legislator

Have you ever had someone that talks to you but doesn't give you any information? This is how Lilly/Leo talks to others in the training...

Things you can do:

- Shake people's hands



Things you can say:

- "I think I know your issues."
- "I'm really busy and working very hard for you"
- "I am on the board of traditional sheltered workshops and have gotten donations from nursing home groups."
- "I care about the people in my district. I am really busy doing really good work for everyone."
- "I am sorry, my staff will have to get back to you on that issue."

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★ **Voter Training Topic #6** ★

How Do You Vote?

SABE *G*O*V*O*T*E*R* Project

Things to do for Topic #6



Allow 45 minutes for this topic.

Be sure you have:



Masking tape



Fragrance-free markers



Make **BIG PAPERS** with these words on the top:

- How Do You Vote
- More Places to Vote



SABE GOVOTER PROJECT PowerPoint slides #34 - #41 and technology:

- How Do You Vote
- Possible Polling Places

Add state specific information to your slides. If you are not sure of how to vote in your state then work with your Protection & Advocacy Organization or your Election Office to learn about the different voting machines in your state.

How Do You Vote

Purpose of this topic:

- Learn about the different ways to vote on election day



1. Show slide #34, How Do You Vote.
2. Start by saying:



Next we will talk about how to vote.

- Voting means that you are actually voting for a person or an issue on a ballot.
- Depending on your local community ballots, you may touch a computer screen or use a pencil and fill-in circles next to your choice.
- It is your decision how you vote on the issues that are important to you.
- Remember that you can ask someone to help. It is your RIGHT to pick the person you trust to assist you. You, and your helper, might have to fill out a form saying who you want to help you.

How Do You Vote



3. Tell the group:



There are a lot of ways to vote. Please raise your hand as I read the slides if this is a way you have voted.



4. Write Comments on **BIG PAPER**: How Do You Vote.



5. Show slide #35, How Do You Vote and read to the group.



6. Talk about the accessible voting machines:

Now we want to talk a little more about the voting machines. The voting machines are accessible and they make voting easier for a lot of people.



7. Show slide #36, Accessible Voting Machines and read to the group.



8. Take 15 minutes for people to practice using the voting machines (if you have them at the training).

How Do You Vote



9. Say this:



Now that you know more about the voting machines, what do you think about them? **(pause)**



10. Write Comments on **BIG PAPER**: How Do You Vote.



11. Start the next topic by saying:

Now, let's look at the buildings that may be used for polling places in your community.

We will show you some slides of possible polling places and we want to hear from you what it is, if there are any good things about using the building as a polling place, or any bad things about using the building as a polling place.

How Do You Vote



12. Show slides #37 - #40, Possible Polling Places and ask the group what the building is, if there are any good things or any bad things about using the building as a polling place.



13. Start a group discussion by saying:



Now I will read off some buildings that might be used as polling places. Let's have a show of hands if you have voted at one of these places.



14. Write comments on BIG PAPER: More Places to Vote.



15. Show slide #41, Possible Polling Places and read to the group.



16. Ask the group:



Remember that there are lots of ways to vote and lots of buildings that could be used as your polling place. Not everything is accessible but you can help make things better by working with your Protection & Advocacy Organization.

Are there any questions about how to vote or possible polling places? **(pause)**

Time to take a



**15 minute
BREAK**

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★ Voter Training Topic #7 ★

Getting Around Voting Problems

SABE ***G*O*V*O*T*E*R*** Project

Things to do for Topic #7



Allow 45 minutes for this topic.

Be sure you have:



Masking tape



Fragrance-free markers



SABE GOVOTER PROJECT DVD



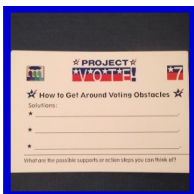
Make **BIG PAPER** with this word on the top:

- Solutions



SABE GOVOTER PROJECT PowerPoint slides #42 - # 62 and technology:

- Getting Around Voting Problems



Copies of **SABE GOVOTER PROJECT** Handouts:

- **SABE GOVOTER PROJECT** Activity Cards

Getting Around Voting Problems

Purpose of this topic:

- **Learn ways to get around problems that get in the way of voting**



1. Show slide #42, Getting Around Voting Problems.

2. Start by saying:



In topic 4, we talked about your rights and responsibilities as a voter and how things are supposed to work when you vote.

Now we are going to talk about what to do when things don't go the way that they are supposed to go.

Sometimes things will get in your way when you go out to vote. We are going to talk about how you can deal with these problems.

There is a chance you will run into some problems when you go to vote. It is important to remember your rights so that you get the accommodations that you need.

Here are some examples and ways to get around those problems.

SABE **G*O*V*O*T*E*R*** Project

Getting around voting problems

3. Start a group discussion by saying:



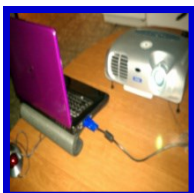
As a group we can talk about each example and try to come up with ways to solve the problem.

We have a few solutions, but there are many different ways to solve these problems, so throw out your ideas.

4. Write comments on the **BIG PAPER**: Solutions.

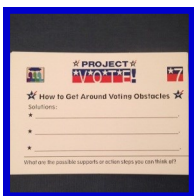


5. Choose one of the following ways to talk about voting problems.

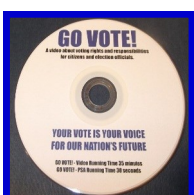


- Use the slides #43-62, How to Get Around Voting Problems to lead a group discussion.

- Pass out the Activity Cards and have a group discussion about how to deal with things that get in the way of voting.



- Watch the **SABE GOVOTER PROJECT** video about possible problems at the polling place. Pause the video during each situation and ask the audience what they would do.



7 **Getting around voting problem**

6. Ask the group:



Are there any questions about how to get around voting problems? **(pause)**

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★ **Voter Training Topic #8** ★

Get Involved:

Build a Voting Community

SABE **G*O*V*O*T*E*R*** Project

Things to do for Topic #8



Allow 45 minutes for this topic.

Be sure you have:



Masking tape



Fragrance-free markers

Make **BIG PAPERS** with these words on the top:

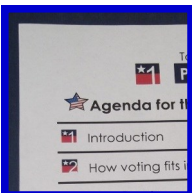


- Ways to Get Involved in Voting
- Community Partners
- Ways To Work Together
- Training Plan

SABE GOVOTER PROJECT PowerPoint slides #63 - #69 and technology:



- Ways to Get Involved and Building a Voting Community
- Ways to Get Involved in Voting
- Building a Voting Community
- Training Plan



Copies of **SABE GOVOTER PROJECT** Handouts:

- Your Training Plan



Ways to Get Involved and Building a Voting Community

Purpose of this topic:

- Talk about other ways to become involved in the voting process
- Learn how to work with community groups to get more people involved in voting



1. Show slide #63, Ways to Get Involved and Building a Voting Community.

2. Start by saying:



There are many ways to become involved in the voting process besides registering and voting.

We've created a list of some ways that you can get involved in voting and build stronger connections in your community.



3. Write Comments on the **BIG PAPER**: Ways to Get Involved in Voting.



4. Show slide #64 - #66, Ways to Get Involved in Voting and read to the group. Give examples whenever possible.



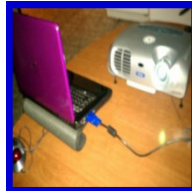
Ways to Get Involved and Building a Voting Community

5. Start the next section by saying:



Let's talk about how building relationships with other community members will raise their awareness of issues that concern all of us.

We've created a list of some ways that you can work with voting groups in your community.



6. Show slide #67 - #68, Building a Voting Community and read to the group.



7. Write comments on **BIG PAPERS**: Community Partners and Ways To Work Together.

8. Begin a group discussion by saying:



Who are some of your current community partners that you work with now? **(pause)**

Are there any other people or groups in your community who work on voting? **(pause)**

What are some ways you can work together with these groups? **(pause)**



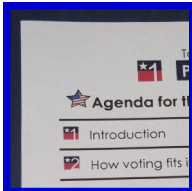
Ways to Get Involved and Building a Voting Community

9. Help the group think of a plan by saying:



Now that you've shared lots of ideas, who will you work with in your community to do voter education. Lets break into small groups and create a Training Plan. We will have 15 minutes for the groups to meet before they report back.

10. Handout, Your Training Plan.



11. Show slide #69, Training Plan and read to the group.



12. Give each group **BIG PAPER**: Training Plan.



13. Give the small groups 15 minutes for this activity.



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Ways to Get Involved and Building a Voting Community



14. Say this:



Now let's share some of the ideas from the small groups. Which group wants to volunteer to go first?

(pause)



15. Ask the group:



Does your group feel good about doing **SABE GOVOTER PROJECT** training in your community?

(pause)

Do you feel like you have a plan that will work?

(pause)

Are there any questions? **(pause)**

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★ **Voter Training Topic #9** ★

**Best Practices for Partnering
for Self Advocacy Groups and
Protection and Advocacy Organizations**

Things to do for Topic #9



Allow 2-3 hours for this topic depending on the current relationship of the Self Advocacy groups and the Protection and Advocacy organizations.

Be sure you have:



Masking tape



Fragrance-free markers

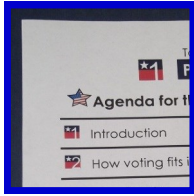
Make **BIG PAPERS** with these words on the top:



- Name
- Mission & Vision
- Responsible For
- Other Things
- What Are We Doing Now
- What's Working
- What's Not Working
- Opportunities
- What's Working Better Now
- What's Still Not Working
- New Opportunities

SABE **G*O*V*O*T*E*R*** Project

Things to do for Topic #9



Copies of **SABE GOVOTER PROJECT** Handouts:

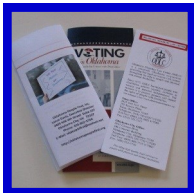
- Partnering Guide



SABE GOVOTER PROJECT PowerPoint slides #70 - #82 and technology:

- Best Practices for Partnering
- Get To Know Each Other
- What Are We Doing Now
- Why Working Together is Important
- Best Practices for Partnering
- Small Group Discussion
- How Do We Feel Now

Prepare examples of best practices that you can share during the Best Practices slide.



BROCHURES from each organization at the meeting

IMPORTANT: This topic is best presented by a self advocate representative and P&A representative presenting together to role model a partnership.

Best Practices for Partnering

Purpose of this topic:

- Build the relationship between Self Advocacy groups and Protection and Advocacy organizations to make them stronger
- Talk about the support you need to build partnerships
- Show examples of equal partnerships and share best practices of how organizations can successfully work together

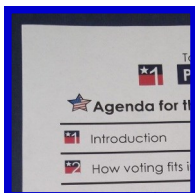


1. Show slide #70, Best Practices for Partnering.
2. You can begin this topic by saying:



Next we are going to talk about partnering. We will talk about how the Protection and Advocacy organization can best work with the Self Advocacy groups and how the Self Advocacy groups can best work with the Protection and Advocacy organizations.

It takes working both ways to have a successful relationship.



3. Handout, brochures from each organization.

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9 Best Practices for Partnering



4. Show slide #71, Best Practices for Partnering and read to the group. Show slide #72, Get To Know Each other.



5. Put up **BIG PAPERS**:
- Name and write down people's comments.
 - Mission and Vision and write down people's comments.
 - Responsible For and write down people's comments.
 - Other Things and write down people's comments.



6. Ask the groups to share

We are going to spend a few minutes learning about the different groups that are here today and what they do.



- What is the name of your group? **(pause)**
- What is the groups mission and vision? **(pause)**
- What is the group responsible for? **(pause)**
- What are some of the other things the group is involved in? **(pause)**

9 Best Practices for Partnering



7. Show slide #73, What Are We Doing Now.



8. Put up **BIG PAPERS**: What Are We Doing Now, What's Working, What's Not Working, Opportunities and write down people's comments.



9. Say this:



Let's talk about your experiences working together now. We will capture this information on the **BIG PAPERS**.

What things are you working on together now?
(pause)

Let's talk about your opinion of what's working with this partnership. What are some examples of when you were successful? **(pause)**

Let's talk about your opinion of what is not going so good with your partnership? Why do you think things are not working? **(pause)**

Next, lets talk about opportunities for you to work together. **(pause)**

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9 Best Practices for Partnering

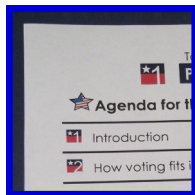
10. Say this:



Now that we know a little about how you are partnering now, we are going to take a moment to talk about why partnerships are important.



11. Show slide #74 - #75, Why Working Together Is Important and read to the group. This section is best when a Self Advocacy group representative and a Protection and Advocacy organization representative present together. Self Advocacy group representative will read slide #70 and the P&A representative will read slide #71.



12. Hand out Partnering Guide.

9 Best Practices for Partnering

13. Say this:



There are a lot of benefits of working together . The goal is working together on many different things; voting projects and other projects.

Before we go back to talking about your partnership, we are going to take a few minutes to share some Best Practices for building strong partnerships.

We are handing out a partnering guide with many best practices for partnering. We are going to talk about a lot of these best practices today but we may not have time to talk about all of them.



14. Show slide #76 , Best Practices For Partnering.

9 **Best Practices for Partnering**

15. Say this:



Grow your relationship: When we talk about working on your relationships, it is more than just on one project. Go to each other's conferences or meetings, do activities beyond just the project, really get to know each other and ways you can support each other. **(Share your own story or example about this)**

Get to know the leaders: Find out who the President and Executive Committee members are, the people who make the decisions for the group. Talk to the group about what your organization does and learn about what they are doing. Talk about ways to work together. **(Share your own story or example about this)**

Invite someone in the group to be the "Keeper of Respect". Sometimes the group might need a reminder to listen and respect each other's points of view and opinions, especially when we do not agree with each other. **(Share your own story or example about this)**

Use straightforward language and materials: Explain complicated words and invite people to ask questions. Using acronyms or big words, can make some people feel like they are not equal partners. You can find lots of information about writing things in Plain Language on the www.GoVoter.org website. **(Share your own story or example about this)**

9 Best Practices for Partnering



16. Show slide #77 , Best Practices For Partnering.

17. Say this:



Make a formal agreement: Write down what each other's responsibilities are and agree to the list. You want to be clear about what each of you will do so there will not be any misunderstandings. **(Share your own story or example about this)**

Ask about assumptions: Be clear with each other as to how decisions are made and make an agreement that both groups cannot assume anything about the other. **(Share your own story or example about this)**

Maintain separate identities: It is important not to take over each other's identity when working on a project. One partner should not let the other partner do more or say to others that they are doing the project alone. Always say you are working on a joint project and who you are working with. **(Share your own story or example about this)**



18. Show slide #78 , Best Practices For Partnering.

19. Say this:



Build communication and trust: Learning the best way the groups communicate with each other is important. Email may not always be best because some people do not have access to a computer.

Keeping each other informed is a foundation for trust.

It is important that self advocacy groups are included with the decision making in all parts of the project. Agree that no decision is made until both groups agree...that is trust. **(Share your own story or example about this)**

Value contributions everyone brings to the table **(Share your own story or example about this)**

Culture: Take time to learn about each other's culture and traditions. This is another way we can show our trust and respect for each other. **(Share your own story or example about this)**

Be aware of the choice of words that are used; don't assume everyone has transportation or that everyone has money to do things. **(Share your own story or example about this)**

9 Best Practices for Partnering



20. Show slide #79 , Best Practices For Partnering.

21. Say this:



Build the bridge: Both groups need to build the relationship together.

Always treat each other like you are on the same team. **(Share your own story or example about this)**

Look for an opportunity to work together: Share your organizations' goals and strategic plan.

Look for something that you both care about. An example might be guardianship, legislation, leadership training, joint position statements on an issues, housing, and employment, just to name a few. **(Share your own story or example about this)**

Be sure that both groups have the time and resources to truly work together on the issue. It is important to look closely at how much time the project will take before committing to take it on, also, can you really do the things they are asking you to do. **(Share your own story or example about this)**

Do not “burn your bridges” the first time you work together by making commitments that you can't meet.

9 **Best Practices for Partnering**



22. Show slide #80 , Best Practices For Partnering.

23. Say this:



Be Committed: Everyone completes their responsibility in both good and hard times. It is not always going to be easy. **(Share your own story or example about this)**

Partnering is a process: Working on a partnership is not a onetime event; it is a process or a series of events over time. **(Share your own story or example about this)**



24. Say this:

We have shared a lot of information about building strong partnerships.

Now, we would like to go back to the **BIG PAPERS** and add any new ideas for What's Working, What's Not Working, and Opportunities to work together that you have thought of.

9 Best Practices for Partnering



25. Write comments on the **BIG PAPERS**: What's Working, What's Not Working, and Opportunities.



26. Introduce the next topic:



We will now break into small groups with a mixture of people from each of the groups here today. As a small group we want you to talk about how you can support a strong partnership, improve communication, and solve some of the obstacles that get in the way of working together.



27. Show slide #81, Small Group Discussion.



28. Give each group **BIG PAPER**.

9 Best Practices for Partnering

29. Say this:



Once you are in your small groups, start by introducing yourselves, choose a group note taker, and choose someone to report back to the full group.

Then, choose an activity that your groups can work on together and talk about why a partnership is important to getting that activity done.

Talk about two (2) different issues that would make this partnership hard.

Write down three (3) ideas to improve each issue.

Remember that even the best partnerships run into roadblocks along the way. Talk about two (2) things that you could do to get through the hard times.

We will have 20 minutes for the small groups to talk and then we will ask each group to report back.



30. Give the small groups 20 minutes for this activity.

 Best Practices for Partnering



31. Say this:



Now let's share some of the ideas from the small groups. Which group wants to volunteer to go first?
(pause)



32. Show slide #82, How Do We Feel Now?



33. Say this:



Let's wrap up.

How do you feel now about your relationship?
What is working better now? **(pause)**

Are there still obstacles to working together? Are there still things that you think will get in the way of you working together successfully? **(pause)**

Have you come up with new ideas that both groups look forward to working on together? **(pause)**

Best Practices for Partnering



34. Put up **BIG PAPERS**:

- What's Working Better Now and write down people's comments.
- What's Still Not Working and write down people's comments.
- New Opportunities and write down people's comments.



35. End the topic by saying this:

We have talked a lot about partnerships today. On the www.GoVoter.org website you will find more resources with examples of best practices for partnerships between Self Advocacy Groups and Protection and Advocacy Organizations.

Remember that it takes working both ways to have a successful relationship.

Are there any questions? **(pause)**

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★ Voter Training Topic #10 ★

**Evaluating the Training
and
Getting Feedback**

SABE ***G*O*V*O*T*E*R*** Project

Things to do for Topic #10



Allow 15 minutes for this topic.

Be sure you have:



Masking tape



Fragrance-free markers



Pens



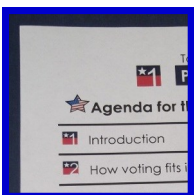
Make **BIG PAPERS** with this word on the top:

- What Did You Think About the Training



SABE GOVOTER PROJECT PowerPoint slide #83
and technology:

- Evaluation



Copies of **SABE GOVOTER PROJECT** Handouts:

- **SABE GOVOTER PROJECT** Evaluation Forms
- Certificates of Completion

Evaluating the Training and Getting Feedback

Purpose of this topic:

- Get feedback from the group about what they learned from the training and wrap up the day



1. Show slide #83, Evaluation.



2. Write comments on BIG PAPER: What Did You Think About the Training?

3. Ask the group the following questions:



- What did you learn? **(pause)**
- Do you feel better prepared to help people in your state to vote? **(pause)**
- How can you get other people involved in voting? **(pause)**
- How can you build relationships with other people and groups to improve voting? **(pause)**

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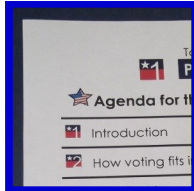
Evaluating the Training and Getting Feedback

4. Say to the group:

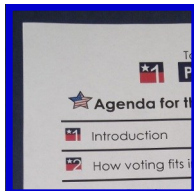


Now we have a surprise for everyone. As a way to remember your experiences and everything that you have learned about voting, we would like to present each of you with a certificate of completion.

5. Hand out Certificates of Completion.



6. Pass out SABE GOVOTER Evaluation Form so the group can give you feedback about the training.



7. Ask the group for feedback:



Please fill out this form to tell us what you like and didn't like about the training.

8. After people turn in their forms, say:



Are there any final questions? **(pause)**

Thank you for coming!