Get Out the Vote Trainings

These trainings focus on the skills you and your team will need to run a successful Get Out the Vote campaign. It is important to practice these skills and make sure you train new members. If you have any questions about how to facilitate these trainings, please reach out to Outreach Coordinator Samantha Beck.

Class Announcements (Raps) Training

Opening Questions (5 minutes):
Who has done a class rap before?

Can you tell us about that experience?

What are some best practices for class raps?
  o Eye Contact
  o Confidence
  o Conversational Tone
  o Body Language
  o If it is a big class you should have two people so someone can help pass out & collect the pledges.
  o Bring your energy & excitement because it is contagious!
  o Class raps should only last 5 minutes.

Role Play
(Give your class rap to the group as an example)
  o Assign Roles: Rowdy student, sleeping student, student with all the questions, student that needs help filling out the pledge form
  o Have a fellow senate member play the role of professor and introduce you.
  o Go through your rap and adjust to all of these types of students.

Practice Time in Groups of Two
  o Pass out script and break everyone into groups of two. Take turns practicing the rap and putting your own spin on it. Use this as a base and put your own spin on it. Read the room and give them about 20 minutes to practice.

Volunteer Presentations & Feedback
  o After they have practiced for 20 minutes bring the whole group back together. Take 3 volunteers and have them come up to the front of the room and run through their class rap. This will give the students a chance to practice and receive some good feedback. It also gives the students that do not volunteer the opportunity to visualize what a class rap looks like and to learn how they can do it on their own. This should take about 25 minutes.

Time for Questions
Class Rap Script:

Introduction:
- My name is (insert name) and I am here representing the (insert senate name here). Thank you professor/instructor (insert their name) for allowing me to come and speak to the class. **Only do this if professor/instructor does not introduce you.** I have a question for you all, do you ever feel like you are trapped? That you have to make a choice, but no matter what you choose you will incur a major cost? As students we are trapped.

Why Vote?
- We have to choose between a career, which requires us to attain higher education, or a job. We have to choose between following our dreams or being saddled with student loan debt. Here in Minnesota students pay the third highest tuition and fees for a two-year degree in the country. Which is ridiculous right? Your elected officials will be asking for your vote on November 8th. It is time to tell them to vote for you. Show them that talk is cheap and it is time to turn all of this talk about student debt into action that benefits students. By pledging to vote you send this message. So please take the next minute to fill out the form we just passed out.

Form Details:
- Part of the pledge helps you think through your plan to get out and vote on Election Day so you can make travel arrangements, order your absentee ballot, or vote early at an early voting center near you. Please check the method you plan to use and we can get you information on how that particular process works.

Volunteer Ask:
- We also need your help to make sure your friends and everyone else knows they need to make their voices heard, so please sign up to volunteer by checking the volunteer box. We can find a way to plug you into the campaign that best fits your strengths.

Questions
- Does anyone have any questions about the pledge form?

Wrap Up:
- Thank you, (Insert instructor’s name), for allowing me to present to the class. Please pass the pledges to the right side of the aisles so I can collect them on my way out.
Clip Boarding/Tabling for GOTV

**Step 1:** Make eye contact and smile. This is the way to get a person to stop and talk to you.

**Step 2:** Ask them if they have pledged to vote on the Nov. 8th General Election.

**Step 3:** If they say no then ask them to pledge, but first explain why voting in the upcoming election is important.
- EX: As I am sure you are aware students are facing some of the greatest challenges in decades. MN students pay the 3rd highest tuition and fees in the country for a two-year degree. Which is ridiculous right? But so many issues affect students, like the cost of housing, food prices, environmental issues the list goes on and on. The point is that we all have an issue we care about and that affects us. It is time to tell our elected officials to start voting for us by voting for ourselves on Election Day.

**If they say they are already registered to vote respond in this way or in a similar fashion to this:** I am so glad you are registered to vote. It is still important to pledge to vote so we can show our elected officials that across the state more students from our institutions are voting and they need to pay attention to the needs and the challenges students are facing.

**Step 4:** Hand them your pen and ask them to pledge to vote.
- EX: Here is my pen please pledge to vote and send this message to our elected officials.

**Step 5:** When they finish filling out their contact information walk them through the “I will vote” section. Ask them to put a check mark by the method they plan to use to vote. Make sure they know that to vote by mail they no longer need an “excuse” and they can order their ballot on the secretary of state’s website.

**Step 6:** If they seem to be really engaged with you ask them to be a volunteer. These are the folks you can ask to come table, clipboard, and do class raps with you. Make sure that when you bring them out to pair them with an experienced senate member so they can learn what to do.

**Step 7:** Thank them for pledging to vote. If they asked for any specific information about voting make sure to follow up with them.
How to Handle Common Responses

When you are out tabling, clip boarding or when you are giving a class rap some folks will give you a reason why they do not want to pledge to vote. A common response is a reason that you hear repeated from different people. However, a common response is not necessarily a “no”! There are ways you can respond to get that person to pledge to vote. Here are some of the common responses you may encounter and how to respond:

1) “I am already registered to vote.”
   a. Response: “That is awesome! Your pledge still matters because with it we can show our elected officials that students plan to vote in the upcoming election and that it is time to act on the issues that affect them.”

2) “I don’t want to vote because I do not like the presidential candidates.”
   a. Response: “Your vote matters because the Minnesota State House and Senate members are up for election this November. You need to vote because these elected officials make decisions that impact your daily life. They are the ones that determine whether or not we will have tuition increases etc. Vote for the issues that matter to you or will affect you or your family. Your voice is important in this election.”

3) “I don’t have enough time.”
   a. Response: “No worries. It takes 30 seconds to fill out the pledge.”

4) “I do not want to give out my personal information.”
   a. Response: “We use your information to send you updates close to Election Day to remind you about your pledge and give you information on the voting process. We will not fill up your inbox by any means. It serves as a reminder about your pledge.”
Volunteer Recruitment

You cannot do all of the work of running a campaign on your own. Many people want to get involved they just have not been asked yet and don’t know the opportunity exists!

Introductory Questions:
1) Who has recruited someone to be a part of something or been recruited?
2) What was that experience like? Did you have a conversation?
3) Share personal example.

Process:
Volunteer recruitment is a three-step process made up of three “asks.”
1) Pledge them to vote and get them to check the “I want to volunteer” box.
2) Follow up a day or two latter with a phone call and set up a one-to-one with them.
3) Have the one-to-one and make a mobilizing ask based on their values, interests, and capacity.

First Ask- Tabling Conversation or Class Rap (5 minutes):
Role Play this. Emphasize key parts like passing off clipboard, pen and the volunteer ask. Make sure it is conversational.
SAMPLE SCRIPT: Hi my name is (insert name) and I am out here with the (insert senate) pledging students to vote in the upcoming Election on Nov. 8th! What’s your name? Have you pledged to vote yet? Take a peek. As I am sure you are aware students are facing some of the greatest challenges in decades. MN students pay the 3rd highest tuition and fees in the country for a two-year degree. Which is ridiculous right? But so many issues affect students, like the cost of housing, food prices, environmental issues the list goes on and on. The point is that we all have an issue we care about and that affects us. It is time to tell our elected officials to start voting for us by voting for ourselves on Election Day. Here is my pen please pledge to vote and send this message to our elected officials.

(As they fill out the pledge chat with them and then ask them to volunteer)
It seems like you are pretty interested in getting students to the polls on Election Day, would you be interested in volunteering with our GOTV campaign? We can find a way to incorporate you that best fits your strengths.

Second Ask- Phone Call to set up One-to-One (5 minutes):
Have someone play the person on the other line so they can envision what the conversation is like.

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Hi (insert name) my name is (insert name) and I am calling from the (insert senate) Get Out the Vote campaign. When we chatted last you said you were interested in volunteering with our campaign. Do you have time this week to sit down and chat so I can get to know you and plug you into the campaign in a way to best fit your strengths?

Third Ask- One-to-one (30 minutes):
What is a one-to-one?

- It is a conversation with a potential volunteer that has a goal. The goal is to build a relationship with the other person by understanding their story-what got them to where they are in that moment. You do this by asking questions to understand:
  - The **issues** they care about
  - The **interests** they have
  - The **values** they hold
  - Their **capacity** (the time they have to work on your campaign)
  - Their level of **commitment** to what you are doing

- Tips to frame the conversation:
  - Be clear about the intention of the conversation- to get them involved in GOTV campaign (THIS IS NOT A DATE)
  - This is an intentional conversation to get to know the other person.
  - Should be 80% them talking and 20% you talking.
  - Start with closed questions but should build up to open-ended questions that allow the other person to open up.

- **End the Conversation with a Mobilizing Ask**
  - Tailor your ask to the person and their interests and values, make sure it is specific and has a sense of urgency.
    - “Billy, you are very passionate about connecting with students and communicating the importance of voting, will you come out with me and table Thursday from 11-1pm?”
  - They will often respond either yes to your first ask or with one of the three types of no.
    - **Not Now**
      - Could be a capacity issue or could simply be a bad day for them. Work with them to find a different way or a way to help with capacity like childcare etc.
      - Ask questions to figure out how they could be involved at a different time or with some help.
    - **Not That**
      - That isn’t the way they want to be involved. Maybe they are shy and want to do something more behind the scenes.
      - Ask questions to figure out how they would like to be involved
- Not Ever
  - You will never get me to help because I am just not interested.
- Not unless I get some help
  - Maybe they need some training first or they would like to be paired with someone that has done the type of activity before. Figure out what they need and how you can accommodate them to get them involved.

**Trainer does example one-to-one:**
Do an example one-to-one and mobilizing ask so they can see what it looks like and how it all comes together. Have someone agree to play the role of the volunteer recruit based on the sample person the group created together.

**Have Folks Practice in Groups of 2:**
Then, split them up into groups of 2. One person will play the organizer, one person will be the volunteer recruit and the other will observe and give feedback.

**Wrap Up:**
What went well during your one-to-one?
What was challenging?
Is this something you could see yourself doing with your volunteer recruits?
What could you improve?