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Introduction to the Simulation

Overview: PurpleState is a simulation that engages students in state level policy issues and explores the role of media in politics. As "interns" at PurpleState, a fictional political communications firm, students develop skills in argumentation and data literacy, and increase their confidence for engaging in civic action.

Structure: The simulation is split into two phases: 1) Intern Onboarding and 2) Design a Campaign. Intern Onboarding introduces the internship and scaffolds the concepts and skills employed in actual media campaigns and used by interns in the second phase of the simulation. Design a Campaign has interns work in teams to collaboratively design and pitch a media campaign on a state level policy issue.

Each phase is divided into tasks, and each task plan includes a big-picture framing, reflective questions, step-by-step descriptions of learning activities, potential informal assessments, and tips for implementation. Tasks are not necessarily designed to take place entirely in one class period. They are sets of activities that go together but can be split up synchronously or asynchronously based on what works best for your classroom.

Pedagogy: PurpleState uses an "engagement first" design where students engage in problem solving that requires them to seek out content and tools from the simulation resources *as they need them*. In this way, students learn through engaging in an authentic problem instead of being given information *before* applying it.

Teacher Role: In PurpleState, the teacher plays an account manager in our fictitious political communications firm. The teacher's role is to support interns, push them to more deeply consider their work, and to sell the fiction of the internship. We encourage teachers to be creative in their roles as account managers. We also encourage teachers to help students connect what they learn in the simulation with what they are seeing locally in terms of political advertising and information sources they engage with.

Timing: The simulation takes approximately 10 hours of class and out-of-class work time, depending on how teachers implement the simulation and extend any activities. Extension activities can significantly increase the time needed or can be used to turn individual tasks into standalone activities.

Resources: All resources are accessible to teachers through the PurpleState website. Resources in red text are accessible by students within the PurpleState app, and resources in blue text are only available to teachers through the PurpleState website.

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Curriculum Elements

Lesson Framing	Basic overview of the learning activity and the broad objectives for the task.
Resources	A list of color-coded resources for each task divided into columns: Resources available only to teachers through the PS website / Resources available to students through the PurpleState app
Reflective Questions	Prompts to be used by the teacher either during class discussion informally or as part of a reflective discussion that helps participants to reflect on how what they are learning as interns at PurpleState applies to their lives as informed citizens outside of the simulation.
Learning Activities	Step-by-step guide for teachers on how the activity is designed for implementation.
Implementation Tips	These are suggestions for how to successfully implement the activity based on lessons we have learned from how other teachers have supported their students.
Reflective Discussions	These structured discussions can be used as an informal assessment as well as a way to ask interns to reflect on their role and experience in PurpleState and how to apply it to their roles as citizens outside of school.
Emails	PurpleState uses Emails from a staff member named Matt Gonzalez to introduce activities throughout the simulation. These are designed for the engagement first model of introducing students to a task and then helping them seek out the resources and information they need to address the problem or task. These emails also set the objectives for the task and can be used as a model for having students reply to Matt through a professional email format.
Campaign Planning Meetings	PurpleState uses a "Campaign Planning Protocol" as an informal assessment during the campaign design process. Intern teams share their evolving strategy and present justifications and evidence for that strategy. This helps teams prepare for their final client pitch. Intern teams also receive feedback either from their teacher / manager or from other interns in their class section.
Extension Activities	These activities are offered as in-depth options for extending curriculum topics. They are meant to be customizable to your classroom needs and goals, and they may be used as standalone activities.

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Intern Onboarding
Introduction to the Internship
~25 Minutes

Lesson Framing & Purpose:

Students begin their internship by assisting an account executive on an ongoing campaign. The executive will introduce interns to the various aspects of designing a campaign and the tools used by PurpleState by having them complete a series of tasks.
 	
● Students will get familiarized with the PurpleState tools, including polling data, an interactive map, and a campaign simulator.
● Students will be introduced to the different steps needed to design a campaign to prepare them to design their own.
● As the teacher, you are playing the role of the account manager. Please try to sell thesimulation as real to students.
    • Try to remember, within the simulation, you are no longer their teacher, you are the supervisor also employed by PurpleState.
    • Try to avoid language such as, "they want us to" or "We're supposed to". Instead try to use language such as, "PurpleState needs us to" or , "As interns, your job is to…"

Resources:	
PurpleState Intro Video Welcome Letter	

Reflective Questions:
-What is an intern? -What does a political communications firm do? -What do you know about political communications and the media already?

Learning Activities

Intro Video (~10 Minutes)
-Play corporate-style PurpleState Intro Video welcoming students to the internship from their boss at PurpleState
-Suggested Dialogue
    "What do you think an internship is?"
    "What kind of work do political communications firm do?"
    "Over the next [time frame] we will be learning about the role of media in politics and how groups seek to engage people in the state on controversial or important issues"
    "The goal of this simulation is to help us be more informed citizens who can engage effectively on issues you care about"

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Welcome Letter (~15 Minutes)

-Share the Welcome Letter with students welcoming them to their internship with anoverview of overall experience. This letter will also explain how to use the Student Intern ID.

Implementation Tips

- This is a good opportunity to introduce the concept that the "company" does not endorse one or the other political party, but works on behalf of all sorts of clients, just as many real-life firms do. In Wisconsin, the sample campaign asks interns to help on a congressional campaign for a Republican candidate. In Virginia, the sample congressional campaign asks interns to help on a campaign for a Democratic candidate.

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Intern Onboarding
Task 1: Identify Target Audiences
~45 Minutes

Lesson Framing & Purpose:
Students begin their orientation by being introduced to the initial stages of campaign design. When reviewing the request for proposal (RFP), make sure students can articulate the campaign's focus and goal. To achieve this goal, students will use polling data to identify demographic groups that are undecided about the issue and can serve as target audiences. ● Students will derive the campaign focus and goal from a client RFP. ● Students will understand the purpose of persuasion and mobilization campaigns. ● Students will understand how to use polling data to identify target audiences. ● Students will use and evaluate evidence in order to perform the task.

Resources:	
Task 1 Email Onboarding RFP	Gun Polling Report Gun Polling Report (advanced) Polling Resource Argumentative Writing Guide

Reflective Questions:
-What roles do interns play in the process of designing media campaigns? -What is the difference between persuasion and mobilization campaigns? -How can we use polling to understand political views within our state?

Learning Activities
Email 1 (~15 minutes) Students will read the Task 1 Email, an official welcome email from PurpleState Account Executive Matt Gonzalez. - "What will you be doing as interns?" - "What is the task that Matt is asking us to help with?" **Request for Proposal Letter (~10 Minutes)** - Have students read the RFP letter (Onboarding RFP) - Make sure students have a grasp of the background, goals and terms of the RFP. - Remind students that PurpleState will only win the contract if they design a campaign that meets or exceeds the client's goals. **Polling Resources (~20 Minutes)** - Have students assist Matt with identifying target groups for their campaign. They should examine the Polling Report (Gun Polling Report) and Resource (Polling Resource) documents. Ask

students what information in these documents stands out to them.

- We suggest using the Gun Polling Report instead of the Gun Polling Report (advanced) for this task. The advanced version also includes the raw numbers of respondents from the polls and may require more time and explanation. The advanced version may be more useful when interns are designing their own campaigns.

Formative Assessment

Option 1: Have students write and submit a brief response to the Task 1 Email outlining what they think the target audience(s) should be for the ad campaign. You can use the Argumentative Writing Guide resource to help guide students to develop strong arguments in their emails.

Option 2: Discuss their recommendations in groups (large group / whole class format or small groups) and then share their answers for Matt with evidence / justification to support their answers. Some possible leading questions for this discussion: "Are there any surprising results in the polling?", "In your own words, what are we trying to do in this campaign?", "Based on your reading of this polling data, what groups might we target to help us accomplish our goal?"

Be sure to emphasize including specific evidence from the polling documents to support their conclusions.

Implementation Tips

- As students begin to identify their target audience, help them keep the campaign goals in mind. They need to make sure their target audience is large enough to meet the RFP goals.
- While you should validate student responses that are on the right track, especially those that are strongly supported with data and evidence, be careful not to lead students to one "correct" answer. There may be many ways to meet the campaign goals, and students should feel free to be creative and follow their understanding of the evidence.
- The email response could be used as both a formative assessment for students' ability to interpret and construct meaning from the polling data, but also as a formative assessment of students' ability to write a professional email as well as present an argument and support that argument with evidence.

Extension Activity: Polling

Polling data is complex and hard to read. We offer two versions of polling reports. [Issue] Polling Report includes only percentages. [Issue] Polling Report (advanced) also includes raw numbers of respondents. Students might assume percentages represent a large group of people, whereas a high percentage of a small demographic is often not many people. Encourage students to read the fine print at the bottom of the polling report and discuss the number of respondents used to compile the report. Direct students to the original polling organization websites to investigate the full reports online. These websites have additional polling reports and reports from previous years that can be compared. This is an opportunity to discuss sampling, representation, and the different ways polling is used to make decisions in politics and beyond.

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Intern Onboarding
Task 2: Locate Target Audiences
~45 Minutes

Lesson Framing & Purpose:
Students have identified target audiences for their campaign and will now use an interactive map tool to locate these audiences throughout the state. Allow students to explore and experiment with the tools and remind them of the importance of using evidence to justify their findings. Encourage students to get familiar with the different map layers and filters, as well as the summary data obtained from the counties.   • Students will get familiarized with the PurpleState Map Tool, including the map layers, filters, and county summaries.   • Students will locate where in the state their target audiences are and identify the associated media markets.   • Students will use evidence to justify their suggestions.

Resources:	
Task 2 Email	PurpleState Map Tool Argumentative Writing Guide

Reflective Questions:
-What can you learn about the politics of our state by looking at the map tool?   -Why might political communications firms and campaigns focus on specific groups instead of just targeting everybody?

Learning Activities
Email 2 (~15 Minutes)   -Have students read the Task 2 Email.   -"What does Matt Gonzales want you to do here?"   -"Do you have any initial ideas about how to do this based on the polling that you've already read?"   **Map Tool (~30 Minutes)**   - Have students use the PurpleState Map Tool to investigate the political landscape of the relevant Congressional District (using the Congressional Districts Map Layer).   - Students should use the insights gained by examining the polling data to figure out where different demographics of people are concentrated within the Congressional District.

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Formative Assessment

Option 1: Have students compose and submit a brief written response to the Task 2 Email outlining what they have learned about the political landscape of the state. You can use the Argumentative Writing Guide resource to help guide students to develop strong arguments in their emails.

Option 2: Have students show each other, a group, or the whole class their process of exploring the congressional district, using the Map Tool as a visual aid.

Implementation Tips

- Make sure students understand how media markets do and do not overlap with the target Congressional Districts as well as the comparative population sizes of the different markets.
- The sliders on the Map Tool do not automatically reset. Students can overlay multiple demographics filters, which is helpful for finding demographic groups. However, this can also be confusing if they forget that the map tool retains all of their previous filters unless they reset it.

Extension Activity: Targeted Advertisements

Bring in, or have students bring in, local campaign mailers, pictures of neighborhood yard signs, and screenshots or lists of political ads seen through social media. Use the PurpleState Map Tool to consider your region in the state and discuss who they think is being targeted, why those groups of local residents might be targeted for these advertisements, and what evidence from the ads suggests that there are specific demographic groups that are being targeted.

Extension Activity: Congressional Districts

Using the PurpleState Map Tool, have students explore the shape and size of the state's congressional districts. This is an opportunity to discuss what congressional districts are and how they are formed, as well as processes like redistricting. Why do some districts abide by county boundaries while others do not? What parts of counties are carved out of one district and included in another? Have students use the Map Tool filters to explore the demographic differences between districts. Show students the historical progression of district shapes and sizes and ask them to consider why these changes might have been made.

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Intern Onboarding
Task 3: Develop Strategy & Message
~75 Minutes

Lesson Framing & Purpose:
Now that students have located their target audiences throughout the state, direct them to the news layer of the Map Tool in order to research how the proposed gun control policy is being reported and discussed in these particular areas. Remind students to use the campaign resources to learn more about gun control issues and for help identifying different messaging strategies. These will help students justify their own recommended strategy and message. ● Students will use the Map Tool to investigate how gun control issues are being reported. ● Students will use campaign resources to determine the types of strategies and messaging being used in their target areas. ● Students will recommend a campaign strategy and message based on this research. ● Students will use evidence to justify their decisions.

Resources:	
Task 3 Email	PurpleState Map Tool Gun Control At a Glance Media Strategy and Message Resource Argumentative Writing Guide

Reflective Questions:
- What are the different sides of the debate about increased gun control?
- How does each side communicate its message?
- What do news and other media tell us about how people think about these issues?

Learning Activities
Email 3 (~15 Minutes) - Have students read the Task 3 Email to understand what PurpleState needs them to do next. - "What is the next thing Matt Gonzalez needs help with for their campaign design?" **Media Audit (~60 Minutes)** - Students should read through the Gun Control At a Glance document to become more familiar with the topic. - Have students use the Media Strategy and Message Resource to answer media audit questions. - Students will use the Map Tool News Layer to research the existing messaging around gun control. 　　● How is the issue framed in the news in the local area?

- What arguments are the authors using?
- What messaging strategies and tones did you find most compelling?
- Why might these strategies and tones be used in this location, and who might they be targeting?
- What sorts of messages do you think might be useful for your campaign?

Formative Assessment

Option 1: Either in small groups or as a writing assignment, have students share out the media messages that they found the most useful/persuasive

- o "What new things did you learn from your gun control research?"
- o "What messaging strategies and tones did you find particularly effective?" "What messages would be effective in your media campaigns?"

Option 2: Like in Tasks 1 and 2, you have the option for a formative assessment by having students structure their responses above into an email to Matt Gonzalez. You can use the Argumentative Writing Guide resource to help guide students to develop strong arguments in their emails.

Implementation Tips

- Help students go beyond simply picking one type of strategy. They need to understand why they believe that one message strategy would work better than another. When writing or discussing their responses, students should back up their arguments with evidence.
- Help students to remember that they need to design a campaign with the message that the client will find persuasive, rather than what they personally believe.
- Remember that students' suggestions to Matt Gonzalez must be supported with evidence.

Extension Activity: Forensic Ad Analysis

Why are different messaging strategies and tones used with different audiences and in different parts of the state? Extend the analysis students conduct during their media audit to other advertisements. Have students bring in ads that they encounter locally. (If you used the Targeted Ads extension activity from the previous task, you might use these advertisements.) Using the Media Strategy and Message Resource, ask students to identify and evaluate the messaging strategies and tones of these ads. Keeping the polling data and geographic location in mind, why might different messages be used in different parts of the state? What factors might contribute to the creation and distribution of these messages?

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Intern Onboarding
Task 4: Test Media Buys
~60 Minutes

Lesson Framing & Purpose:
At this point, students have chosen target audiences, located them in the state, and suggested a campaign strategy and message to appeal to these audiences. Direct students to the Campaign Simulator, which will allow them to test out the results of different advertisements in different areas. Encourage students to explore the tool and try different strategies. Direct them to the campaign resources if they have questions about the Simulator.   • Students will get familiar with the Campaign Simulator.   • Students will test different media strategies and reflect on the projected effects of media buys.   • Students will use projections about the number of people influenced and the cost per person to make media buy recommendations.

Resources:	
Task 4 Email	Campaign Simulator Tutorial Campaign Simulator Media Channel Resource Argumentative Writing Guide

Reflective Questions:
- What tradeoffs do you need to consider when planning media buys?   - How does each choice of Media Buy change the remaining choices you have?

Learning Activities
Email 4 (~15 Minutes)   - Have students read the Task 4 Email to understand the next step of the campaign design process in which they will plan a series of media buys.   **Campaign Simulator (~45 Minutes)**   - Next, students should refer back to the Campaign Simulator Tutorial so that they understand how to actually simulate their media buys.   - Have students decide what media buys (Media Channel Resource) they will make, keeping in mind their budget and goals.   - Students should use the Campaign Simulator in the PurpleState App to test their strategies and project the success of their campaign.

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Formative Assessment

Option 1: Either in small groups or as a writing assignment, have students share their final media buy recommendations.

- o "What buys did you make?"
- o "Did you stay within your budget?"

Option 2: You may also have students record their final media buy recommendations and justifications in an email to Matt Gonzalez. You can use the Argumentative Writing Guide resource to help guide students to develop strong arguments in their emails.

Implementation Tips

- ● Students may struggle to influence enough people *and* stay within budget. This is often because they overlook the importance of Message Tone. Make sure students are experimenting with changing tone as they test different media buys. A moderate tone is key to persuading, whereas stronger tones help mobilize a political base.
- ● Encourage students to use the Campaign Simulator for side-by-side comparisons between ads to determine what adjustments are most effective.
- ● Remind students that media buy suggestions must be supported with evidence and explanation. An ad that influences many people is great, but not enough. They need to be able to explain *why* that ad will be so effective.
- ● The Campaign Simulator graphs can be difficult to interpret. Remind students that bars pointed up *always* indicate increased support for an issue, and bars pointed down *always* show increased opposition.
- ● Students must balance their campaign goals with their budget.

Extension Activity: Congressional Districts and Media

What is the relationship between congressional districts and media campaigns? If you have not already, introduce students to congressional districts (the Congressional District extension activity from Task 2 may be useful.) Have students use the Map Tool layers to look at the overlap between media markets and congressional districts. How might the media markets affect the kind of advertising that people see across the state? Have students consult the Media Channel Resource and Campaign Simulator to compare the benefits and pricing of different media across the state. How does this information factor into the ads people will see during a congressional campaign?

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Intern Onboarding
Task 5: Campaign Pitch
~45 Minutes

Lesson Framing & Purpose:
Using the interns' suggestions, the PurpleState team has put together a pitch for the campaign. Review the recorded pitch and the pitch deck with students and remind them that they will have to present their own pitch in the following phase of the simulation. Go over the pitch together and discuss the different elements. Ask them if they think the PurpleState team made good decisions and evaluate the evidence used to justify the proposed strategy. • Students will learn what is expected from a pitch. • Students will evaluate the pitch and the evidence it uses to justify its decisions.

Resources:	
Task 5 Email Onboarding Campaign Pitch PurpleState Structure Infographic	Onboarding Pitch Deck

Reflective Questions:
- Now that you have completed your training as a political media intern, is this a job you would want to have in real life? Why or why not? - What does your experience so far help you understand about why you see the political ads and news sources that you do? What factors dictate why you may see particular political news or ads? - How might your understanding of how campaigns target groups for political messages change your behavior when you see political news and ads?

Learning Activities
Email 5 (~15 Minutes) - Have students read the Task 5 Email, which refers to their help on the sample campaign. - Watch and discuss the Onboarding Campaign Pitch put together by Matt Gonzalez's team. - Compare interns' research and ideas to the pitch used by the firm. Have interns refer to specific places in the Onboarding Pitch Deck and its presentation notes when making comparisons. (This will be a model and resource to them when they make their own pitch.) - "What kinds of persuasive strategies did you notice being used?" - "How did they design their pitch to appeal to their client?" - "Do you think Matt Gonzalez's team will win the contract?" - "If you were making this pitch, what would you do differently and why?"

Reflective Discussion 1 (~30 minutes)

These reflective discussions are designed to have students consider the simulation in relation to their own experiences with political media and to examine the role of media, money, and groups in the US political system. Use the Reflective Questions above as well as the PurpleState Structure Infographic to facilitate discussion around students' experiences so far as interns.

Implementation Tips

- Remember this is a practice run for their own campaigns and a good opportunity to address any errors as teachable moments to help the class with their final pitches.
- Students will need to clearly communicate their recommendations in their final pitches, including justifying their decisions and supplying evidence. Their "clients" will expect to understand what they are getting for their investment.
- The simulation is focused in particular on providing opportunities for students to develop argumentation skills. When reviewing the Onboarding Campaign Pitch, it is helpful to explicitly focus on elements of argumentation (e.g., using evidence to support claims).
- The Onboarding Pitch Deck will be a resource for students when they prepare and present their own pitches. Having them refer to it when comparing their ideas with the recorded pitch will help familiarize them with the form and style.

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Design a Campaign:

Introduction: New Campaign

Design a Campaign: In this second phase of the simulation interns transition from their initial training to working in collaborative teams of 3-5 students to conduct research and develop a campaign strategy for a special interest group. Teams will go through the same design steps as they did in the Intern Onboarding, but this time they will be responsible for designing their own campaign for their client. They will use the Campaign Design Process, PurpleState App tools and other resources that they became familiar with during their onboarding and apply them to a new campaign of their own design.

Select Issues and Design Teams: In the Design a Campaign phase, you will need to decide, or have your students decide, which issue to use for the campaign design process. Please see the tables below for the range of policy issues and associated special interest groups. Once the issue is selected, you will need to select special interest group clients for each team. These groups span the political spectrum (e.g., conservative, liberal, moderate conservative, moderate liberal). To get the most out of the simulation, we recommend making sure that the range of political views they represent is distributed amongst the intern teams.

Emphasis on Argumentation: As your intern teams move through the design process, it is key to encourage them to make justifications and present evidence to support the justifications behind their campaign design decisions. This emphasis on claims, evidence, and justifications should also carry over into the campaign pitch. Remind them that they want the pitch to be as strong as possible so that they increase the likelihood that the client special interest group will award them the contract for implementing the media campaign. The aspects of argumentation emphasized in the simulation are also built into the campaign planning protocols used at key stages of the design process. These campaign planning protocols function as a form of informal assessment on the progress of the campaign design as well as an opportunity to give and receive feedback from other interns working for other special interest groups.

Wisconsin Special Interest Groups

Gun Control

Name of Org.	Logo	Political Ideology	Issue Position
Wisconsin Coalition for Gun Safety		Moderate Liberal	Oppose
Wisconsin Gun Retailers Association		Moderate Conservative	Support
Wisconsin Freedom Inc.		Conservative	Support
United for Anti-Violence – Wisconsin		Liberal	Oppose

Energy

Name of Org.	Logo	Political Ideology	Issue Position
Wisconsin Climate Coalition		Moderate Liberal	Support
Wisconsin Energy Producers Association		Moderate Conservative	Oppose
Wisconsin Energy Independence		Conservative	Oppose
United for Climate Justice – Wisconsin		Liberal	Support

Mandatory Minimums

Name of Org.	Logo	Political Ideology	Issue Position
Wisconsin Equal Justice Coalition		Moderate Liberal	Support
Wisconsin Corrections Association		Moderate Conservative	Oppose
Crime Victim Advocates – Wisconsin		Conservative	Oppose
Badgers for Fair Sentencing		Liberal	Support

Virginia Special Interest Groups
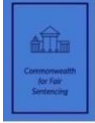
Gun Control

Name of Org.	Logo	Political Ideology	Issue Position
Virginia Citizens for Gun Safety		Moderate Liberal	Oppose
Virginia Gun Retailers Association		Moderate Conservative	Support
Virginia Freedom Inc		Conservative	Support
United for Anti-Violence		Liberal	Oppose

Energy

Name of Org.	Logo	Political Ideology	Issue Position
Virginia Citizens for Climate Protection		Moderate Liberal	Support
Virginia Energy Producers Association		Moderate Conservative	Oppose
Virginia Energy Independence		Conservative	Oppose
United for Climate Justice – Virginia		Liberal	Support

Mandatory Minimums

Name of Org.	Logo	Political Ideology	Issue Position
Virginia Equal Justice Coalition		Moderate Liberal	Support
Virginia Corrections Association		Moderate Conservative	Oppose
Crime Victim Advocates – Virginia		Conservative	Oppose
Commonwealth for Fair Sentencing		Liberal	Support

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Design a Campaign
Task 6: Campaign RFP
~60 Minutes

Lesson Framing & Purpose:
In Task 6, interns will be combined into design teams. First, assign each team (or let them choose) a public policy issue. Then, assign a special interest group client to each team and let students begin to explore what they will need to do to build a successful campaign and meet their client's goals. • Interns should come away with an understanding of what kind of political group they will be working for and what that group wants to accomplish through this campaign. • Interns will also see that the goals and objectives will be different for different teams and that those differences are driven by each team's assigned client.

Resources:	
PS Video 2 Task 6 Email SIG [Issue] RFPs	Campaign Design Process Campaign Planning Document

Reflective Questions:
• What type of special interest group are you working for? What are your group's broader goals? • What type of messaging is best for your client group? Who might you target with this message? • Why might different groups' goals look so different?

Learning Activities
New Campaign Intro Video (~5 Minutes) - Play the "zoom meeting" with account executive Alex Stone (PS Video 2) congratulating interns on completing their training. - Provide intern teams with the Task 6 Email and the request for proposal for the special interest group (SIG [Issue] RFPs) aligned with the issue(s) you have selected. - Have interns review the Campaign Design Process. - This phase of the simulation is much more independent so they will need to reference the Campaign Design Process to make sure they are staying on track. **New Campaign Request for Proposal (~20 Minutes)** - Have interns individually read their assigned Special Interest Group client RFP (SIG [Issue] RFPs) and then work as a team to figure out:

1. The goal of their group's advertising campaign (both large general goal and specific targets outlined in the request for proposal)
2. The position their group takes on their issue
3. The media buy budget they will have for their campaign.

- Have groups fill out the Campaign Request for Proposal section of their Campaign Planning Document as they work. Groups should be prepared to present this information in a 60-second Campaign Planning exercise (described below).
- Remind students that contracts will only be awarded if they design a campaign that meets or exceeds the client's goals.

Campaign Planning (~15 Minutes)
- In this first task, teachers will model the Campaign Planning protocol. While students are completing task, the teacher will move group-to-group and engage with group reports using the protocol below.
- Post or project the presentation and question protocol (below) for interns to see. When groups are ready to present, approach each group individually to run the protocol with them.
- Remind interns that this work leads up to a client pitch and that each Campaign Planning exercise is a chance to practice and improve their pitch presentation.

Campaign Planning Protocol

- Each group will present for 60-seconds explaining
    1) who their **client** is and what type of **organization** they represent
    2) what **position** the client advocates
    3) their specific **campaign goals** (including persuasion vs mobilization, target number, budget)
    4) a prediction, using evidence, about what **audiences** and **messages** might help achieve the campaign goals
- The audience (teacher) will
    1) ask any clarifying questions ("Can you say more about…?") and reiterate the main points until the presenting team is satisfied their main points were clearly conveyed
    2) identify any parts of the presentation lacking a rationale or evidence
    3) offer counterarguments to question elements of the presentation or offer alternatives ("Have you considered…?")
- Explain that clarifying questions and reiterating main points are crucial parts of active listening and help the presenting group know if they are being clear or not.
- Identifying lack of evidence and offering counterarguments is important to help groups strengthen their materials by brainstorming alternatives and considering different perspectives.

Debrief Discussion (~20 minutes)
Ask interns to have a debrief discussion within their design teams and share out to the larger group if there is time. Discussion should focus on the reflective questions above as well as any talking points that come up during the activities.

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Implementation Tips
- Push interns to analyze RFPs as texts to be deciphered. "What does the requestion for proposal reveal about your client and the type of campaign they want?" "What do you know after reading the RFP, and what do youstill need to find out for your campaign?"   - Remind interns that their job is to design the very best campaign for the client, regardless of whether or not they agree with the client's position on the issue. "As a consultant you will sometimes disagree with a client, but your job is to work for your client within the ethical standards of your firm. This means that you need to present the best arguments for your client's interests, even if you do not necessarily agree with them."   - Remind students that the Review Exercises will help them prepare and practice their final client pitches.   - Consider your grouping strategy based on the number of students, how students may complement and support each other, and any strong political conflicts with the position of special interest groups.   - Groups should not move forward until they understand the goals and objectives of their client, and the goals of the campaign they are designing.

Extension Activity: Special Interest Groups
This is a task designed to also help you teach about and discuss different types of political groups involved in policy campaigning. You may need to ask interns about what types of groups are involved in political campaigns. Some are explicitly political (PACs, SuperPACS) and some include lobbying or political action as part of their mission (e.g., trade associations). Different types of interest groups operate using different tax designations (e.g., 501©(4)).

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Design a Campaign
Task 7: Identify Target Audiences
~60 Minutes

Lesson Framing & Purpose:
The intern teams will start developing their campaign strategy using the Campaign Design Process. In this task, they will focus on statewide polling data in order to identify which groups they think should be the focus of their campaign. Then, interns will use the PurpleState Map Tool to geographically locate these groups in the state. This research should focus on their campaign goal number and the political geography of the state. • Interns will understand how polling data is compiled and what information they can get from examining it. • Interns will understand how to identify a target audience and craft a message directed toward them. • Interns will become familiar with the PurpleState Map Tool and use it to understand the distribution of demographic populations around the state.

Resources:	
	Campaign Design Process PurpleState Map Tool [Issue] Polling Report Campaign Planning Document

Reflective Questions:
• What is the specific question asked in the poll? Based on the question and the polling sample, how can we interpret the results? • Which groups would see restrictions on the proposed measures? • How do we know what groups we should target for our campaign? • Where in the state are target groups located? Was this surprising?

Learning Activities
Intern Team Meeting (~5 minutes) - Intern Teams should use the Campaign Design Process resource to make a plan for accomplishing the tasks needed to develop a campaign. - Inform interns that they will have a Campaign Planning meeting with another group to get feedback on their target audience. - Groups should plan to accumulate evidence to justify their choice of target audience by using polling data and the PurpleState Map Tool.

Polling Data Analysis (~15 Minutes)

- Intern Teams will analyze polling data using the Polling Report for their issue.

- Groups should use the polls to determine target demographics that best align with their client's position and stated goals.

- Groups should use the Target Audience section of their Campaign Planning Document to record what groups they plan to target and the evidence they used to make these decisions. They will present this information in the Campaign Planning exercise.

- Encourage interns to brainstorm multiple target audiences because further research might reveal that not all audiences will best meet the campaign goals.

Political Landscape Research (~20 Minutes)

- Once target audiences are chosen, intern teams will analyze state/regional demographics using PurpleState's Map Tool.

- Teams need to use the layers and filters to figure out where in the state the groups that they are targeting are most concentrated.

- Based on this research, teams can identify municipalities, counties, and ultimately media markets where they will focus their advertising campaign and influence the most voters.

- Interns may need to rethink their target audiences based on demographic numbers revealed in the Map Tool.

- Again, this research should be recorded in their Campaign Planning Document, and interns should justify their decisions with evidence to present in their Campaign Planning meetings.

Campaign Planning (~20 minutes)

- Interns will provide feedback for each other. Match interns whose clients have similar positions (support with support and oppose with oppose).

- Remind interns that the purpose of the Campaign Planning Protocol is to make campaigns as strong as possible. Post or project the protocol for interns to see.

Campaign Planning Protocol

- Each group will present for 90-seconds explaining

1) who their **client** is and what type of **organization** they represent

2) what **position** the client advocates

3) what their specific **campaign goals** are (persuasion vs mobilization, target numbers, budget)

4) what **demographic group(s)** they plan to target – based on **evidence** – and how targeting this group(s) will help achieve the client's goals

- The audience will

1) ask any clarifying questions ("Can you say more about…?") and reiterate the main points until the presenting team is satisfied their main points were clearly conveyed

2) identify any parts of the presentation lacking a rationale or evidence

3) offer counterarguments to question elements of the presentation or offer alternatives ("Have you considered…?")

Implementation Tips
• The research tasks can be done as a team or split up among individuals. This makes this task easy to be done either synchronously or asynchronously, depending on your schedule. • Make sure students are referring back to the goal identified in the RFP from their client. The target audience they identify has to be big enough to meet their goal! • Remind students that this is an iterative process, and that information found in the Map Tool or feedback in their Campaign Planning meetings may require rethinking target groups or other aspects of their campaigns.

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Design a Campaign
Task 8: Conduct Media Audit
~40 Minutes

Lesson Framing & Purpose:
Interns will understand the empirical evidence and different perspectives on their issue as well as why it is viewed as controversial. They will explore arguments from different points of view because it is important for any strategic campaign to know the most compelling arguments and evidence on both the side of the issue you represent as well as on the side you oppose. • Interns start to identify what arguments and evidence they find compelling and why. • Interns will explore how the issue is being reported in different parts of the state. • Interns will identify possible strategies to use in their campaigns. • Using the issue research and media audit, interns will craft a message for the target audience of their campaigns. • Interns will gain a deeper understanding of the issue and why it is controversial.

Resources:	
	Research Report [Issue] at a Glance Campaign Planning Document Argumentative Writing Guide

Reflective Questions:
• What evidence do you find compelling? What do you see as the most effective arguments both for and against your client's position? • Why might people across the state hold different views on the issue? What factors seem to affect how different groups view the issue? • How can the same evidence be used to make opposing arguments?

Learning Activities
Issue Research / Media Audit (~20 Minutes) - Each team should decide how to break up reviewing the [Issue] Research Report, At-a-Glance Report, and Media Audit using the news layer in the Map Tool. - Ask interns who read the [Issue] Research Report and [Issue] at a Glance to use the Issue Research and Media Audit section of their Campaign Planning Document to keep a list of **evidence they believe their target audience will find most compelling.** - Ask interns who conduct the Media Audit to use their Campaign Planning Document to keep a list of **strategies and messages being used in local journalism coverage that might align with their campaign goals**.

Group Discussion and Messaging (~20 Minutes)
-Bring teams back together to share what they learned in their research.
-Have each team **use evidence** from their Issue Research and Media Audit to
     1) choose a **campaign strategy**
     2) choose a **message tone**
     3) **craft a message** that aligns with their strategy and tone
     4) compile rationale from your Issue Research and Media Audit for why you
     chose the strategy and messaging
-Remind interns that each component needs to be designed to achieve their client's
campaign goals. They should record their decisions in their Campaign Planning document.
-In preparation for the Campaign Planning meeting in Task 9, interns should be able to justify
their strategy, message, and message tone using evidence.

Implementation Tips

- Remind interns that any argument they make in their campaign needs to be backed up with evidence and reasoning, not simply opinion. You can use the Argumentative Writing Guide resource to help guide students to develop strong arguments in their emails.
- Have students practice crafting an argument
    1. Present an answer or argument relevant to the question or prompt
    2. Provide the reason(s) for your answer
    3. Supply evidence to support your reasoning
    4. Address any potential counterarguments to your answer
    5. Explain why your answer is the preferred option

Extension Activity: Create an Advertisement

Have students produce an actual political ad that they might run in their campaign. Student ads could be designed for any type of media within the simulation (tv or radio ads often exhibit lots of creativity and mastery) and take a variety of forms (poster, short video, meme, jingle, etc.). These ads could be incorporated into their final pitch presentations, or you may have groups present their ads to each other ahead of time and discuss how they might influence different types of voters.

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Design a Campaign
Task 9: Determine Strategy
~60 Minutes

Lesson Framing & Purpose:
Teams engage in a campaign planning meeting to get and give feedback on their campaign strategies. They then plan out how to implement their strategies through media buys. Finally, the interns reflect on how their work on the campaign has shaped their view of the policy issue. Intern teams will participate in a campaign planning protocol with members of other teams to get feedback on their strategy. • Interns will determine which media channels to use for their campaigns. • Interns will draft a plan for implementing their strategy through planned media buys. • Interns will reflect on how their views and understanding of the policy issue have changed from their work.

Resources:	
Task 9 Email (optional)	Media Channel Resource

Reflective Questions:
• How do you feel about the issue you are working on? Do you agree or disagree with the group you are working for? • Has your work on this campaign changed the way you view politics in the state? • Has your understanding changed about how your classmates and community members see different political issues?

Learning Activities

Campaign Planning Discussion (~30 Minutes)
 	
Pair design teams that are working on different issues together to help each other by giving feedback on their campaign plans so far.
 	
- Campaign Planning Protocol: each group will present for 2-minutes explaining
    o who their **client** is and what their specific **campaign goals** are
    o who their **target audience** (with evidence)
    o their campaign **strategy** and **messaging**
    o how the strategy and message **connect** with their target audience to achieve their campaign goals
- The audience will
    o ask any clarifying questions ("Can you say more about…?") and reiterate the main points until the presenting team is satisfied their main points were clearly conveyed
    o identify any parts of the presentation lacking rationale or evidence
    o offer counterarguments to question elements of the presentation or offer alternatives ("Have you considered…?")

- Remind interns that they work for the same company and that the point of the presentation is mutual improvement.
- After completing the protocol, teams should use notes to revise their target audiences, strategies and messages. In addition, interns will use the Media Channel Resource to determine what types of media will they use to best reach their target audience?
- By the end of this discussion, in order to use the Campaign Simulator, groups need
  - a tagline for their messaging campaign
  - a list of media markets to target
  - associated media channels for each of those markets
  - a message tone for the ads they will run in those markets

Reflective Discussion (~20 minutes)
- After interns have completed their presentations, bring the large group back together to debrief.
- Use the **Reflective Questions** above to highlight why the issue might be controversial (and for whom), as well as where different arguments are coming from and what possible counterarguments might be.
- Tie the controversial nature of the debate back to the messages that interns created and how the issue has been reported differently across the state.

Formative Assessment (~10 Minutes)
Option 1: If you would like to have a more formal check in for your design teams, consider this assessment. Have design teams compose a response to the (optional) Task 9 Email from Matt Gonzalez that outlines their message, strategy, and the evidence from their research that supports their choices. This should include their plan for which media markets they plan to target, the media channels for those markets, and the message tone they plan to test. This email should only be used if you want to utilize this formative assessment option.

Implementation Tips

- Encourage students to really question each other's ideas in the Campaign Planning meeting, ("…this is our last chance to improve our plan before the final submission!)
- For energy policy and mandatory minimum issues, it may be worthwhile to discuss why issues that have popular support, though still polarized, have not had legislation passed to address them. What is influencing legislators to not pass legislation on issues where there is broad public support (e.g., lobbying, corporate influence)?

Extension Activity: Local Impact

It may be helpful to encourage interns to examine their own views on this issue or how the issue is relevant to their community. Have students go deeper into how the issue is discussed in your community. This could include an audit of local media, examine who is paying for political advertising in your local media, or conducting a poll or set of interviews, etc. to understand how the issue is being talked about and how positions are being justified locally.

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Design a Campaign
Task 10: Finalize Campaign
~70 Minutes

Lesson Framing & Purpose:
Teams will collaborate to test out their strategies using the Campaign Simulator tool. These tests will inform their final campaign pitches that they develop for their clients. • Interns will test their strategies using the Campaign Simulator and accordingly adjust their strategies. • Interns will work together to produce a final Campaign Pitch which should detail their plan for the campaign.

Resources:
Campaign Simulator Campaign Simulator Tutorial Campaign Pitch Template Pitch Presentation Guide

Reflective Questions:
• How did your group plan to reach your target audience? • What messages did you find most persuasive to your target audience? • What trade-offs did you have to make in order to reach your goal but stay within your budget?

Learning Activities
Campaign Simulator (~30 Minutes) - Using their planned strategy for media buys completed in Task 9, teams should test out their strategies using the Campaign Simulator. - Have interns refer back to the Campaign Simulator Tutorial if they run into trouble. - As a group, they will use the Simulator to refine and finalize their ideas for their final pitch. - Remind interns that they will need to meet or exceed their clients' campaign goals, while staying within the allotted budget, in order to be awarded the contract. - Once finalized, interns can export a pdf file of their final summary media buys and projected effects to include in their campaign pitch. **Prepare Campaign Pitch (~40 minutes)** - Groups will work together to craft their final Campaign Pitch. This will be formatted as a slide deck and presentation notes using the Campaign Pitch Template. - The pitch should take between 3-4 minutes to present.

- The Campaign Pitch can be drafted collaboratively in class or as an out-of-class assignment. Groups should have most, if not all, of the necessary pieces from previous tasks.

- "Once you have collaborated as a team to decide on your final campaign strategy, prepare a pitch presentation outlining your final decisions and the justifications for them."

- Remind interns that a good pitch is needed to persuade their client that their proposal is the best way to achieve the campaign goals.

- In the pitch, interns should

   • identify who their client is and what their goals are for their campaign

   • explain their campaign message and strategy based on evidence and justifications

   • be specific and "data driven" when explaining why they think their design will be successful for their client group.

- Remind interns to use the pitch from their Intern Onboarding as a model and to consult the Pitch Presentation Guide.

Implementation Tips

- Interns may be tempted to stop experimenting with the Simulator after a few iterations. Remind interns that Campaign Simulator gives *projections* only, and so it is good practice to go beyond the goals outlined in their RFPs.

- Students may struggle to influence enough people *and* stay within budget. This is often because they overlook the importance of Message Tone. Make sure students are experimenting with tone as they test different media buys. A moderate tone is key to persuading, whereas stronger tones help mobilize a political base.

- The Campaign Simulator graphs can be difficult to interpret. Remind students that bars pointed up *always* indicate increased support for an issue, and bars pointed down *always* show increased opposition.

- While it might be useful for groups to discuss their ideas and even to adjust their plans based on the ideas of other groups, it won't benefit them to copy other groups' plans because each client has different goals.

- To ensure interns have complete pitches, refer them to the Campaign Pitch Template and the pitch made by Matt Gonzalez's team during Intern Onboarding.

- Remind interns that every group member should participate in the pitch and that it is helpful to prepare talking points ahead of time.

- A good pitch should be high energy, catchy, and to the point. Interns should be able to present all the necessary material in 3-4 minutes.

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Design a Campaign
Client Pitch Presentations
~7-10 Minutes per Group

Lesson Framing & Purpose:
Teams will work together to pitch the campaigns they have designed for their clients. 　• Interns will use the slide decks they have created to deliver a public pitch. 　• Interns will all participate to persuade their audience that their campaign design will succeed.

Resources:	
	Campaign Pitch Template Pitch Presentation Guide

Reflective Questions:
• What makes a presentation engaging? • How does your audience affect your presentation style? • What did you find most persuasive about your colleagues' pitches?

Learning Activities
Present Campaign Pitch (Plan for ~7-10 minutes of class time per group) You may choose to have interns present their client pitches in class or to record and submit them. Recordings can help if teams have not had enough time to practice, that way all groups can take class time to both practice and record. Recorded pitches can also be more polished than in person pitches by incorporating music and other effects. On the other hand, in person pitches can provide greater accountability given the live audience. 　- Groups will deliver their client pitches using their pitch decks. 　- Pitches should include all group members and take *no longer* than 5 minutes. 3-4 minutes is a good objective. 　- It is helpful if audience members have specific roles. You may, for example, have the audience play the role of client stakeholders and decide whether or not to use the PurpleState campaign. 　- You may have other groups ask questions or provide feedback. The Campaign Planning activities should give audience members a model protocol for types of questions and feedback. 　- If possible, you could ask a local journalist, political consultant, or advertising professional to come in to provide feedback on the presentations. 　**Formative Assessment** *Option 1:* To use final pitches as a cumulative assessment, consider using the Pitch Presentation Guide as a rubric. Interns should be familiar with the presentation suggestions and have had time to integrate them into their pitches.

Implementation Tips
- Giving audience members something to do while other groups present their pitches can help keep everyone engaged.   - Remind interns that every group member should participate in the pitch and that it is helpful to prepare talking points ahead of time.   - A good pitch should be high energy, catchy, and to the point. Interns should be able to present all the necessary material in 3-4 minutes.

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Design a Campaign
Debrief and Discussion
~55 Minutes

Lesson Framing & Purpose:
This discussion should focus on intern perceptions of the issue, why it is controversial in the state, and how they may apply their understanding as a citizen outside of the simulation. This discussion should also focus on what they have learned in their role as PurpleState interns. • Interns will be able to reflect on their work with the project as well as what they have learned throughout the process. • Interns will extend the conversation beyond the simulation to think about the role of political media in their own lives.

Resources:	
PurpleState Structure Infographic	

Reflective Questions:
• Based on your experience in this simulation, what do you think about the political system and the role of interest groups in influencing political views? • Could you imagine an alternative system that may be more effective in informing people while also reducing political polarization? What might a system like that look like? • Has participating in this simulation influenced the way you see politics and how you might act in the future in relation to political issues? If so, how? • How has your role as an intern impacted how you view this particular policy issue? Or how others view the issue?

Learning Activities
Discussion (~40 Minutes)
- Lead a discussion with the full group about the simulation and the role of political media in their own lives.
- Use the **Reflective Questions** above as well as the PurpleState Structure Infographic to spark conversation among the teams.

Implementation Tips
• This is an opportunity to let students' experiences drive the discussion. The hope is that this simulation activity also meets the standards and learning objectives that you have for the class, so this is also a chance to reinforce those targets.

Extension Activity: Become an Engaged Citizen
Have students think about what political issues motivate them and how they would take action to pursue the policy outcomes they support. Use the skills developed in PurpleState to research the issue and understand it from different regional and political perspectives. Get in touch with an elected representative or political group, write a letter to an editor, or create a social media campaign.

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