Sample assignments
Voting activities connect to all 9 CSWE core competencies and span micro/mezzo/macro practice.

You can find this document here on votingissocialwork.org.
Suggested activities for schools of social work

- Assign webinars and/or recorded programming and readings to students about voting. For ideas, go to the resource page on votingissocialwork.org.
- Use the sample assignments on the next page to build skills, knowledge and competence on voter engagement.
- Encourage students to add voter activities to their field education contracts. Our sample list ties these activities to all 9 core competencies in social work education.
- Add programming on voting rights and engagement, such as hosting a free screening of the movie Rigged: the Voter Suppression Playbook; watching the documentary the Power Broker, hosting panel discussions with voting rights advocates, civic organizations, and/or election officials.
- Support students on election day by giving them time to vote and/or work at the polls.
Sample assignments for students

1. Using the worksheet and information on votingissocialwork.org, find the rules and deadlines around voting in your state, including:
   a) Rules and deadlines for voter registration
   b) Policies that apply to special populations such as those experiencing homelessness, individuals with a felony conviction, survivors of intimate partner violence, long-term care residents, Trans individuals, etc)
   c) How people vote in your state: hours, early voting, absentee voting
   d) Voting rights and numbers

2. Look up the rules around voting with a felony in your state. How can we educate social workers and communities to address the misinformation.

3. Find nonpartisan information on the candidates running for state or local office. Is information easy to find?

4. Develop your own social media plan to share voting resources and information for you or your organization.

5. Using the worksheet on the votingissocialwork.org website, look up who represents you at every level of government. Create a contact sheet with email addresses and phone numbers for easy access.

6. Look up voter turnout statistics for local and state elections for your town. What was the overall turnout rate for your town in each of the elections? How does that compare to a presidential year? Can you get your town/city’s voter turnout detail by voting district? What does that tell you about political power there? Why do you think there are variances?

7. Using the NASW’s Code of Ethics and article The Role of Clinical Social Workers on Voter Engagement Efforts, discuss how nonpartisan voter engagement connects to the mission, services and impact of your agency.
Use the Organizational Assessment and step by step guide for integrating voter engagement to develop a plan to integrate nonpartisan voter engagement into the services and culture of your nonprofit, agency, organization, or school. Plan should recommend ways the organization can:

a. Help individuals register to vote;
b. Share information on where/when/how to vote;
c. Share information about voting for special populations: (e.g., individuals with a felony record, survivors of violence, persons experiencing homelessness, long-term care residents, etc.);
d. Support informed voting by sharing information on candidates, elected officials and government;
e. Remind people to vote in all elections and why their vote matters.

* Notes: Think about this as a working document for your agency. You may submit this completed form as your plan. Include details as well as open questions that come up. If you are not in field, choose an agency or organization with which you have personal or professional experience.  If you are in field, share with your supervisor and discuss.

9. Register at least five (5) people to vote. Note: You are not required to register people at your agency. You may choose any three people to register, including people in your personal network.

10. Contact five (5) people to encourage them to participate in the 2020 census.

11. Write and submit a short reflection, 1-2 double-spaced pages in length that answers the following questions:

- Who did you choose to register and why? What was their reaction?
- Did you encourage people in your networks to participate in the 2020 census? What was their response?
- What platform or process did you use? How did you feel about the experience and the tool you chose? Did you feel comfortable?
- Do you think voting is important to social work practice and impact? Should all agencies be required to help people to vote?
- How does voting connect with social justice movements?
- How would you address someone who says “My vote doesn’t matter?”

Go to VotingIsSocialWork.org for more information and resources.
Students in a graduate level Social Welfare Policies and Programs course completed a three-part assignment:

1. Research paper on the topic of voting laws, voter disenfranchisement, and voter suppression in their states (most were in Tennessee)
2. Voter registration (required to register at least 3 people to vote)
3. Reflection paper of their experience

COVID-19 stay-at-home orders caused in-person voter registration opportunities to be cancelled so used technology to register voters

Outcomes:

- 36 students registered 80+ people to vote
- 5 Students registered to vote for the first time
- High school students, family members, people with felony records, and grandmothers were registered
- Social media, phone calls, face time, and meeting up in coffee shops
- Empowerment of students, those they registered, and those they shared information with
For voting resources and information: go to www.VotingIsSocialWork.org or contact:

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