

Clemson University

TigerPrints

Teacher Scholars Civic Engagement & Voting
Rights

TigerPrints

7-2024

ACTIVE LEARNING ACTIVITY - Using Social Psychology to Get Out the Gen Z Vote

Chris Garris

Metropolitan State University of Denver

Follow this and additional works at: https://tigerprints.clemson.edu/teacher_scholars

Recommended Citation

Garris, Chris, "ACTIVE LEARNING ACTIVITY - Using Social Psychology to Get Out the Gen Z Vote" (2024).
Teacher Scholars Civic Engagement & Voting Rights. 86.
https://tigerprints.clemson.edu/teacher_scholars/86

This Garris - Introductory Psychology (Civic Engagement Emphasis) is brought to you for free and open access by the TigerPrints at TigerPrints. It has been accepted for inclusion in Teacher Scholars Civic Engagement & Voting Rights by an authorized administrator of TigerPrints. For more information, please contact kokeefe@clemson.edu.

ACTIVE LEARNING ACTIVITY

Using Social Psychology to Get Out the Gen Z Vote

DESCRIPTION

This activity was designed for use in an Introductory Psychology course during coverage of social psychology. In this activity, students will apply social psychological concepts as they explore strategies for increasing young voter engagement. Students will be required to review concepts, complete a short assignment outside of class, and participate in a class discussion.

KEYWORDS

activity, flexible, discussion, introductory course, psychology, social psychology, voting, generational differences

LEARNING OBJECTIVES

1. Describe how voter engagement differs across generations.
2. Discuss the voter engagement challenges among Gen Z.
3. Explain how social influence concepts can be used to change attitudes and behavior.

Procedure

1. Before this activity, students should be assigned the social influence readings (Compliance, Obedience, Conformity, Persuasion, etc.) of the social psychology chapter. Outside of class, students should complete a series of open-ended questions.

INSTRUCTIONS

Throughout this unit, you've learned about multiple social influence concepts. There is a rich literature of research demonstrating how these concepts can be used to affect human attitudes and behavior. You will be applying these concepts to the issue of voter engagement. Complete these open response questions and be prepared to share your thoughts in an upcoming class discussion.

QUESTIONS

- a) Do some research about voter engagement. How many Americans tend to vote in federal elections? Importantly, how does the level of voter engagement differ across age groups? When doing your research, be critical of the type of sites and sources you're viewing. Be sure to cite your sources.
 - b) Did you expect that voter engagement to be higher or lower than it is, based on your research? From your own perspective, why do you think Gen Z voter engagement isn't higher?
 - c) Identify 3 social influence concepts that you studied in this unit. For each, explain how these concepts could potentially be used to increase Gen Z voter engagement. Be as specific as possible in describing these psychologically-informed strategies.
2. After the outside-of-class assessment is completed, direct students into 2-3 person small groups to discuss the strategies that they proposed. Ask each group to focus on one strategy, flesh out the details, and present it to the class.
 3. Ask students to share strategies. During or after strategies are being suggested, facilitate a broader discussion about how students view the importance of voting and the imperative of promoting voter engagement on campus.