

Lesson Title: There Ought to Be a Law

Career Cluster: Government and Public Administration (G&PA)

Essential Knowledge & Skills: Employability and Career Development, Problem Solving

Career Concepts: Post-Secondary Options, Military Options

Summary: Students will be introduced to the Government and Public Administration cluster. Students will review the pathways and Essential, Knowledge and Skills associated with the cluster. Students will view the videos, sample learning plan, and school and community extended learning activities that lead to preparation for a career in this cluster through the use of Nebraska Career Connections (NCC), as well as become familiar with the military as an option for training after high school. A concentration on the Employability and Career Development Essential Knowledge and Skills section will be discussed and evaluated.

Course Objectives:

- 1.2 Students will be able to identify compositions of career clusters and the relationship to the career field.
- 2.2 Students will be able to define, identify, and demonstrate the Essential Knowledge and Skills
- 6.1 Students will be able to identify, compare, and contrast postsecondary options (cost, prerequisites, and time required)
- 6.2 Students will be able to identify postsecondary options in relationship to the career cluster.

Lesson Objectives:

Students will...

- Identify career specialties associated with Government and Public Administration cluster.
- Identify several people/occupations in their community that are involved in the cluster.
- Gain an understanding of the knowledge and skills specific to this cluster with a concentration on Employability and Career Development skills.
- Discuss the academic preparation necessary to pursue Government and Public Administration career specialties.
- Identify the branches of the military and connections between military and civilian careers.
- Identify Employability and Career Development skills and complete the corresponding area on the CALS assessment.

Time: Four class periods

Required Materials: List of government officials available for presentation, computers with internet access, www.nebraskacareerconnections.org, copies of worksheets

Optional Websites: www.navy.com/careers/
www.army.com/resources/careersearch.html
www.airforce.com/
www.marines.com

Guest presenters: Local, state, or national government officials such as city mayor, state senator, economic development director, county official, military recruiter, etc. If Close-up or a similar program is available, a presentation on the program could be used.

Content and Teaching Strategies:

Anticipatory Set

1. Share a newspaper article or show a short video dealing with a recent political issue that involves the students (No Child Left Behind, Drivers Education in schools, curfews, current legislative bill concerning schools and students, etc.). Complete the “There Ought to Be a Law” activity.
2. Have students research local public officials. Students should discuss how to become a mayor, county sheriff, volunteer fireman, school board member, etc.

Lesson Components

1. Introduction to G & PA Cluster using “There Ought to Be a Law” activity
*Have students choose an issue and complete the worksheet before sending an email to their chosen official or newspaper.
2. Show G&PA video and review Essential Knowledge and Skills for government and public administration career cluster found at www.nebraskacareerconnections.org.
3. Identify employability skills and personal qualities through the use of the Nebraska Career Connections Essential Knowledge and Skills section.
4. Have students enter Nebraska Career Connections website and complete each of the discussion guides under Personal Learning Plans. Goal setting instruction worksheet attached. Remind students to keep in mind the employability skills and personal qualities that may be required to meet each of their goals.
5. Complete a self evaluation of current level of employability skills section through CALS assessment employability section. The employability section of the CALS deals with issues such as attendance, dress, accepting direction and criticism, etc. Discuss with students how these skills apply to all clusters, but are especially important to people who work in the public service area.
6. Identify ways to build the personal characteristics to be a valued employee through role playing. Examples are listed below:
 - Ask one student to act as a town council member that is always showing up late to city council meetings. Another student can serve as a town mayor. How can the mayor encourage the city council member to be on time without causing any hurt feelings?
 - Have students act as a town mayor and personal assistant. The town mayor has just realized that the governor called and asked to be called back immediately but the mayor never got the message. What can the mayor do to fix the situation and improve work skills of the assistant while still keeping a positive work environment?
 - You are the human resources director for the police department and it has recently been pointed out that none of the police officers are handing in their reports on time. How would you handle the situation?
7. Show and discuss the Personal Learning Plan necessary to support entry into a career specialty in government and public administration career cluster. The sample learning plan can be found on Nebraska Career Connections. Suggesting classes offered in the local school is recommended.
8. Presentation from workers in the government and public administration career cluster (optional).

9. Introduce the military opportunities by logging into the military website at www.todaysmilitary.com. Complete military quest worksheet. If possible, use a presentation from military recruiter who would explain the purpose, entrance requirements, opportunities and careers available in the military.

Lesson Closure

After the students select one current local issue and explain what they think should be done to solve or help deal with the issue and why.

Essential Knowledge and Skills Connection

The components of this lesson emphasize **employability, career development and problem solving**. Choose one of the following activities to help students connect the lesson with their own development of EKS:

- Write a journal entry, reflecting on one of the EKS used in this lesson. Students could choose a strength or weakness they wish to improve or enhance.
- Students complete a graphic organizer (see Supporting Documents—Teacher Resources) to emphasize EKS used in this lesson connected to home, school, and work.
- Have students use the model to identify EKS used during the activity.

Formative Assessment:

 Students will write a short journal entry in their student notebooks to include: an indication of their interest in this cluster, several facts they learned about the cluster, training necessary to enter the specialties in this cluster, and a reaction to the speaker presentations on the cluster. They will also complete the “Evaluation” for the government and public administration career cluster. Finally, students prepare a collage that represents this cluster.

There Ought to Be a Law

Name: _____

Identify a current issue affecting your community. Use this brainstorming worksheet to develop a letter to a government official encouraging change and suggesting a solution to the problem.

Government agency:

Identify issue:

Groups or persons involved/affected by the issue:

Proposed solution:

Arguments/evidence supporting solution:

Attach a copy of the letter or email sent to the government official.

Complete the evaluation form.

Evaluation of Government and Public Administration Cluster

Name: _____

Issue Level: ___Local ___State ___National

Person Contacted: _____

Career Specialty _____

Knowledge and Skills Used:

___Academic Foundations: What school subjects that helped you or could help you address his issue?

___Communication: What methods did you use to communicate your ideas? Did you receive a response?

___Employability & and Career Development: If you wished to pursue additional activities in this cluster, in which activities might you participate?

___Ethics and Legal Responsibilities: What ethical or legal concerns are involved with the issue you addressed?

___Fiscal Responsibilities: Does your issue involve any financial costs? If so did you propose a way to pay for your solution?

___Information Technology Applications: What technology did you use to research your issue?

___Leadership and Teamwork: What groups or individuals could assist you in achieving the goals of the issue you addressed?

___Problem Solving and Critical Thinking: How did you come up with the solution to your issue?

___Systems: What government agencies are involved in the problem and solution to your issue?

___Technical Skills: Are there any technical (media, assessment, mechanical) skills that could be used to help solve or prove the necessity of solving your issue?

Goal Setting

Name: _____

As you planned the “road map” for your career exploration in the “Welcome Career Explorers” activity, you began looking at your Living Goals, Earning Goals, and Learning Goals. Goal setting helps you decide how to get to where you eventually wish to be as an adult. To keep track of your current goals, you will enter the information into your Nebraska Career Connections Portfolio. Remember goals may change as you gain experience and knowledge. You may adjust your answers at anytime. When completing this activity, keep in mind the employability skills and personal qualities that may be required to meet each of your goals.

Login to: www.nebraskacareerconnections.org.

Enter your user name and password. (If you have not entered the system before, check with your instructor for login instructions.

Click on My Portfolio on the left hand menu.

Under Personal Learning Plan, click on Discussion Plan.

Click on Setting Living Goals.

Enter your response to each of the questions.

Click on Setting Earning Goals.

Enter your response to each of the questions.

Click on Setting Learning Goals.

Enter your responses to each of the questions.

Your responses will automatically be saved in your portfolio on the Nebraska Career Connections system.

Things to think about:

- What do I wish to accomplish?
- What steps do I need to take to achieve my goals?
- Does the career cluster I have selected fit within my goals?
- Does my Personal Learning Plan reflect my goals?
- What additional information do I need to pursue to help me reach my goals?
- What does my personal “road map” look like now that I have completed the goal setting activity? Do I need to make any changes to reach my destination?
- What detours might I encounter on my adventure?

Good luck on your trip!

Military Quest

Name: _____

Complete the quest with information found on the military website www.todaymilitary.com. The capital letter serves as a clue to help you in your search.

1. Corps is the smallest branch and operates by land and sea
2. Joining process
3. Part time military service State based
4. Non-military
5. Branch that protects the nations coasts and waterways
6. Branch of ground forces
7. Professional who provides information about the military
8. Branch that is the most powerful naval force
9. Basic training camp
10. Sent into active battle
11. Money paid to attend college; tuition
12. Putting skills and training to the test
13. 4100 _____ opportunities
14. Base, fort, or camp
15. Ability or potential to learn a certain skill
16. Specialized skill training
17. Branch that ensures air superiority
18. Extraordinary jobs require extraordinary _____.
19. The _____ role of the United States Coast Guard is to protect the safety of our nation's coasts and waterways
20. Part time military service
21. Armed services military aptitude test

1. **M** _____
2. _____ **I** _____
3. _____ **L** _____
4. _____ **I** _____
5. _____ **T** _____
6. **A** _____
7. **R** _____
8. _____ **Y**

9. _____ **O** _____
10. _____ **P** _____
11. _____ **P** _____
12. _____ **O** _____
13. _____ **R** _____
14. _____ **T** _____
15. _____ **U** _____
16. _____ **N** _____
17. _____ **I** _____
18. **T** _____
19. _____ **I** _____
20. _____ **E** _____
21. _____ **S** _____

MILITARY OPPORTUNITIES

Military Quest Answer Key

Complete the quest with information found on the military website www.todaysmilitary.com. The capital letter serves as a clue to help you in your search.

- | | |
|---|----------------------------|
| 1. Corps is the smallest branch and operates by land and sea | 1. M arine |
| 2. Joining process | 2. en I stment |
| 3. Part time military service State based | 3. nation A l guard |
| 4. Non-military | 4. civ I lian |
| 5. Branch that protects the nations coasts and waterways | 5. coast T guard |
| 6. Branch of ground forces | 6. A rmy |
| 7. Professional who provides information about the military | 7. R ecruiter |
| 8. Branch that is the most powerful naval force | 8. nav Y |
| 9. Basic training camp | 9. bo O t |
| 10. Sent into active battle | 10. de P loyed |
| 11. Money paid to attend college; tuition | 11. su P port |
| 12. Putting skills and training to the test | 12. missi O n |
| 13. 4100 _____ opportunities | 13. caree R |
| 14. Base, fort, or camp | 14. ins T allation |
| 15. Ability or potential to learn a certain skill | 15. aptitu D e |
| 16. Specialized skill training | 16. adva N ced |
| 17. Branch that ensures air superiority | 17. a I r force |
| 18. Extraordinary jobs require extraordinary _____. | 18. T raining |
| 19. The _____ role of the United States Coast Guard is to protect the safety of our nation's coasts and waterways | 19. pri M ary |
| 20. Part time military service | 20. res E rves |
| 21. Armed services military aptitude test | 21. a S vab |

MILITARY OPPORTUNITIES