

# **A Guide for Using Occupational Education Student Leadership Development Activities for Participation in Government Credit**

## **THE STATE OF LEARNING**

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THE STATE EDUCATION DEPARTMENT  
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# Overview

In 1988, the State Education Department established a policy enabling students to use a program of selected activities in an occupational education student leadership development organization to fulfill the ½-unit requirement for Social Studies IV: Participation in Government. This policy allows local districts flexibility in implementing this requirement for a local or Regents diploma.

To assist teachers and students in using this option, the Education Department has prepared this Guide. It contains the requirements for using the option, the goals and objectives of Participation in Government; a listing of the benefits to the student, school and community; and sample documents and resources. A key to successful implementation will be articulation with social studies, guidance and administration.

To make use of this option, a student must:

1. Be a member of one of the student leadership organizations:

DECA – An Association of Marketing Students  
Future Business Leaders of American (FBLA)  
Family, Career and Community Leaders of America (FCCLA)  
Health Occupations Students of America (HOSA)  
New York Association of FFA  
New York State Technology Student Association (NYSTSA)  
Skills USA  
Technology Student Association (TESA)

2. Plan a two-year program (typically) of activities (known as the Student Plan) with the assistance and approval of the chapter adviser, which meets the objectives for Participation in Government and for this option as set forth in the following pages; and
3. Receive approval for the use of this option from the superintendent of schools (or designee).

Like a Participation in Government course, the Student Plan must represent a culminating experience. For this reason, the Plan will generally be carried out in the junior and senior years, although some students in BOCES programs may condense their activities into the senior year.

# **Guidelines for Using Student Leadership Development Activities for Participation in Government Credit**

1. A Student Plan which includes activities in Leadership, Political Process and Community Service must be prepared jointly by the student and the chapter adviser. The Plan should detail a two-year procedure (which may be condensed if necessary in BOCES programs) for accomplishing the goals and objectives of Social Studies IV: Participation in Government.
2. It is recommended that a total of 20 activities (10 in each of the two years) approved by the chapter adviser as relevant to Participation in Government be completed.
3. The student will meet with the chapter adviser once a week. Specific activities will be planned and managed during these meetings. Weekly evaluation and monitoring will reveal whether the student is completing the activities in a timely and satisfactory manner. If not, the student must sign up for a Participation in Government or other appropriate Social Studies course.
4. The student should sign a contract which spells out his/her commitment to completing all of the activities specified in the Student Plan. The student should obtain a parent's signature to indicate that the parent is aware the student is undertaking this option. The adviser should also sign the contract, confirming his/her commitment to working with the student.
5. A log documenting participation in appropriate activities must be submitted to, and approved by, the chapter adviser.
6. It is recommended that instruction be delivered through a combination of class and chapter meetings and structured activities.
7. The State advisers of the respective student leadership organizations will award certificates to students in recognition of their completion of this program.

# Goals and Objectives of Participation in Government

The goals and objectives of Social Studies IV: Participation in Government, listed below, should be incorporated into the student's program of planned activities.

## Goals

1. To gain knowledge of how public policy is formed, implemented and evaluated at all levels in a democratic society; and
2. To gain knowledge of how citizens can directly or indirectly interact with the public policy process.

## Objectives

1. To create opportunities for students to refine and develop skills necessary for participating in a democratic society.
2. To make students aware of the role of the citizen in the decision-making process.
3. To provide opportunities for students to engage in civic action.
4. To encourage students to accept responsibility for their roles as citizens.
5. To provide students with an opportunity to use skills and knowledge learned in other social studies courses and from their overall educational experience.
6. To provide students with an understanding of how public policy decisions are made.
7. To encourage students to work cooperatively in the analysis of public issues.
8. To make students aware of the complexity involved in the formulation of public policy.
9. To help students understand how a person's values affect his/her decision-making processes.
10. To enable students to make informed judgments concerning public issues.

# Benefits of Using this Option

## For the student

- builds leadership skills
- provides opportunities for success for students who may not be as successful in the structures classroom environment
- teaches students to direct and manage their own activities
- motivates low achiever, enriches high achiever
- gives scheduling flexibility
- integrates academic and occupational education
- provides practical experiences in the democratic process
- helps identify and increase personal abilities which can be used in the community
- encourages the student to be a lifelong contributing member of society
- gives understanding of how the community functions
- builds self-esteem through interaction with community leaders
- involves student in school life, especially after school
- provides individualized instruction

## For the school and the community

- establishes a partnership between the school and the community
- makes the parents aware of the students' activities
- demonstrates to the community what students have to offer
- enhances school image by having students active in the community

# Student Plan

Every Student Plan should include activities in these categories:

- Political Process
- Community Service
- Leadership

You may, however, exercise maximum flexibility in designing the individual plans. A major responsibility in one category, for example, may fulfill the requirement for that category. You are also free to combine the three activity categories into one or two major culminating activities. A timeline should be incorporated in the Plan as a way to ensure that the student is completing activities in a timely fashion and not jeopardizing receipt of credit for this diploma requirement.

<b>Sample Student Plan</b>		
<b>Activity</b>	<b>Projected Completion Date</b>	<b>Date Completed</b>
<b>Political Process</b>		
1. Shadow the mayor for a day to learn more about the city’s political process.		
2. Assist with the voter registration drive conducted by my chapter.		
3. Identify and track a bill through the State Legislature.		
4. Attend two meetings of the school board and report on them to the chapter.		
5. Serve as a voting delegate at the State Leadership Conference.		
6. Tour the State Capitol and meet with my Senator or Assembly member.		
<b>Leadership</b>		
1. Participate in the State sponsored Summer Leadership Training Camp.		
2. Chair a chapter committee meeting using parliamentary procedures or facilitative techniques.		
3. Make a presentation to the Kiwanis Club on the merits of belonging to my student organization.		

## Sample Student Plan

Activity	Projected Completion Date	Date Completed
4. Participate in the public speaking competitive event on the regional/district level.		
5. Use problem-solving techniques to identify a solution to the problem of insufficient seating in the lunchroom.		
6. Conduct a session on membership recruitment at the Fall Leadership Workshop.		
7. Participate in a debate on the school dress code.		
8. Help organize orientation for incoming students to the school.		
<b>Community Service</b>		
1. Assist in the chapter's blood mobile project.		
2. Deliver meals to the elderly one day a week for six months.		
3. Participate in a State-sponsored community service activity.		
4. Assist the Key Club with its annual Fun Fair.		
5. Organize a clean-up day at the Town Park.		
6. Serve as a committee chair for the Chapter-of-the Year project.		

# Approval Form (sample)

## Using Student Leadership Activities for Participation in Government Credit

Student's Name \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

Adviser \_\_\_\_\_ Organization \_\_\_\_\_

Implementation Date \_\_\_\_\_ Projected Completion Date \_\_\_\_\_

Approval is granted for the student named above to use this option in fulfillment of the Participant in Government requirement. Upon completion of the activities in the Student Plan, the student will be awarded ½-unit credit for Social Studies IV: Participation in Government.

Superintendent's (or designee's) Signature \_\_\_\_\_ Date \_\_\_\_\_

Please list the names and titles of those involved in the development of the Student Plan (e.g., Social Studies teacher, occupational education teacher, guidance counselor, parent, local legislator, community resource person).

# Student Contract

*(sample)*

## Using Student Leadership Activities for Participation in Government Credit

I, \_\_\_\_\_, will be using my active membership in \_\_\_\_\_ during the academic years \_\_\_\_\_ and \_\_\_\_\_ to fulfill the Participation in Government requirement for graduation. I understand that the activities in my Student Plan MUST be completed on schedule so that the ½-unit of Social Studies credit can be granted and graduation can take place.

I understand that this is a two-year commitment and this commitment MUST be completed according to the timeline on my Student Plan.

I understand that if the first year of the Plan is not completed according to the agreed upon timeline, I will enroll in an appropriate Social Studies course for the \_\_\_\_\_ year. If I am not meeting the second-year schedule of activities by the middle of the second marking period of my senior year, an appropriate Social Studies course will be scheduled.

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Student Date

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Parent Date

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Advisor Date



# Student Log

Each student using this option for Participation in Government credit should maintain a log (in a notebook, for example) documenting the actions taken to carry out each activity. Materials relevant to the activity should also be included.

## Sample Log Entry

**Category:** Political Process

**Activity:** Shadow the mayor for a day to learn more about the city's political process.

**Notes:**

September 15 – called mayor's office to see if it would be possible to spend the day with her. I was asked to put the request in writing.

September 18 – wrote letter to the mayor explaining the Participation in Government option and asking to shadow her (copy attached).

September 25 – received letter from the mayor. October 6 at 9:00 a.m. is the day.

October 2 – met with adviser to plan for my shadowing day.

October 5 – called the mayor's office to confirm date.

October 6 – arrived at 9:00 a.m. Sat with her while she went over the day's schedule with her secretary, discussed correspondence that needed to be taken care of, and since it was Friday discussed weekend events that the mayor would participate in. At 10:30 a.m., we went to the opening of a small shopping mall. The mayor welcomed the stores to the city and then talked with some of the people who had assembled. At 11:30 a.m., we went to a luncheon meeting of the Recycling Committee. The mayor made a brief speech. Then back to her office where she returned phone calls. At 1:30 p.m., she had an appointment with the chair of the Democratic Committee to discuss some things, including the November election. An emergency meeting with the chief of police was arranged at 3:00 p.m. to clear up some problems with the union. I left at 3:30 p.m. to go to my after-school job.

**What I Learned:**

Public officials lead very busy lives and must always be pleasant in dealing with the public, even when the people they are dealing with are not. The mayor has to know about so many things to make decisions. She also has to be careful what she says because she'll have to live with that later. I was glad I wore my blazer because I felt very professional. The mayor was

interested in the leadership organizations. I told her a lot about what we do, and I think she would be willing to help us in some way if we needed her.

October 9 – wrote a thank-you note to the mayor. I told her we would be willing to speak to community groups about the organization and offered our help on a city project if she ever needed it (copy attached).

# Addendum

## Youth Leadership Development

The **Youth Leadership Development** outline and list of activities can be used to supplement the program of selected activities in a career and technical education student leadership organization. These activities can be used to fulfill the ½-unit requirement for Social Studies: Participation in Government.

**Community Service:** It is recommended that students participate in a community service project before the completion of this course. Students may work alone or in a teacher-approved group to identify a need in the community or school and volunteer time to this cause. This project includes out-of-class time and a record of hours involved (see Attachment A). Students must complete the form detailing preparation, action and reflection for this project. Students are allowed to choose their groups and their projects that must be approved by the instruction.

**Connecting Activities:** It is recommended that activities A and B on the attached Connecting Activities List be required of all students. Additional activities may be chosen from the Connecting Activities List or from supplemental teacher material (see Attachment B).

Content/Concept	Suggested Connecting Activities* (Not limited to)	CDOS Standard #	NYS/National Social Studies Standards
<b>Principles/Purpose of Government, Policies and Law</b>			
<ul style="list-style-type: none"> <li>• Form</li> <li>• Function</li> <li>• Characteristics</li> </ul>	H K L M	Standard 1 Standard 2 Standards 3a.1; 3a.2; 3a.3; 3a.4; 3a.5; 3a.6; 3a.7; 3a.8	State Standards 5.1, National Standards I and II
<b>Citizenship</b>			
<ul style="list-style-type: none"> <li>• Roles</li> <li>• Rights</li> <li>• Responsibility</li> </ul>	M C C	Standard 1 Standard 2 Standards 3a.1; 3a.2; 3a.3; 3a.4; 3a.5; 3a.6; 3a.7; 3a.8	State Standards 5.3, National Standard V
<b>Political Process</b>			
<ul style="list-style-type: none"> <li>• Voting</li> <li>• Party System</li> <li>• Campaigns and Elections</li> </ul>	C D E G H M N U	Standard 1 Standard 2 Standards 3a.1; 3a.2; 3a.3; 3a.4; 3a.5; 3a.6; 3a.7; 3a.8	State Standards 5.2 and 5.3, National Standards III and V

<b>Content/Concept</b>	<b>Suggested Connecting Activities* (Not limited to)</b>	<b>CDOS Standard #</b>	<b>NYS/National Social Studies Standards</b>
<b>Legal Obligations</b>			
<ul style="list-style-type: none"> <li>• Taxation</li> <li>• Jury Duty</li> <li>• Selective Service</li> </ul>	P A A K K L L	Standard 1 Standard 2 Standards 3a.1; 3a.2; 3a.3; 3a.4; 3a.5; 3a.6;  3a.7; 3a.8	State Standard 5.3, National Standard V
<b>Public Policy</b>			
<ul style="list-style-type: none"> <li>• Purpose</li> <li>• Process</li> <li>• Principles</li> <li>• Responsibility</li> <li>• Political Activism</li> </ul>	C D H O R S T Y Z D D E E	Standard 1 Standard 2 Standards 3a.1; 3a.2; 3a.3; 3a.4; 3a.5; 3a.6; 3a.7; 3a.8	State Standards 5.2 and 5.3 National Standards III and V
<b>Civic Rights and Responsibilities</b>			
<ul style="list-style-type: none"> <li>• Community</li> <li>• Workplace</li> <li>• School</li> <li>• International</li> </ul>	C D H O R S T Y Z D D E E	Standard 1 Standard 2 Standards 3a.1; 3a.2; 3a.3; 3a.4; 3a.5; 3a.6; 3a.7; 3a.8	State Standards 5.2 and 5.3, National Standards III and V
<b>Final Project – Presentation</b>			
<ul style="list-style-type: none"> <li>• Portfolio and Log – (containing documentation that all requirements and hours have been met)</li> </ul>	AS NEEDED	Standard 1 Standard 2 Standards 3a.1; 3a.2; 3a.3; 3a.4; 3a.5; 3a.6; 3a.7; 3a.8	State Standard 5.3 National Standard V

**\*It is recommended that connected connected activities A and B be required of all students**

**COMMUNITY SERVICE ACTIVITY SHEET**

Student's Name: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Project Coordinator: \_\_\_\_\_

Organization: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Date of Project: \_\_\_\_\_

Time: Start: \_\_\_\_\_ End: \_\_\_\_\_

Brief project description by student, including role played in this project

Student's Signature: \_\_\_\_\_

**Project Coordinator:** \_\_\_\_\_

Was student on time: \_\_\_\_\_ Yes \_\_\_\_\_ No

Did student actively participate: \_\_\_\_\_ Yes \_\_\_\_\_ No

Number of hours student contributed to this project: \_\_\_\_\_

Comments:

Project Coordinator's Name: \_\_\_\_\_

Signature: \_\_\_\_\_

(Verification of successful completion of project)

**Youth Leadership Development  
Suggested Connecting Activities**

- A. Attend two meetings of a government board (i.e. school board, planning board, county legislatures) and report on them to the class chapter.
- B. Contribute 10 hours of volunteer work through community service.
- C. Assist with a voter registration drive.
- D. Help promote a school budget vote.
- E. Shadow an elected official for a day to learn more about the political process.
- F. Identify and track a bill through the State Legislature.
- G. Serve as a voting delegate at a youth leadership conference (i.e., FBLA, DECA, FFA, FCCLA, Key Club, Junior Achievement etc.)
- H. Write a letter to the principal, local government official, state government official or national government official, commending or criticizing a public policy that affects you.
- I. Tour the State Capitol and meet with a Senator or Assembly member.
- J. Tour the National Capital and meet with a Senator or Congressperson.
- K. Participate in a Summer Leadership Training Program.
- L. Chair a committee meeting using parliamentary procedure.
- M. Make a presentation to a community organization on the merits of belonging to a student organization.
- N. Participate in a public speaking competition.
- O. Using problem-solving techniques identify a solution to a local problem.
- P. Conduct a membership recruitment session.
- Q. Participate in an organized debating event.
- R. Facilitate an incoming student orientation.
- S. Guide parents/guardians during a back to school night.
- T. Assist in a community sponsored event, i.e., blood drives, assisting senior citizens, community day events, clothing drive, food drive etc.
- U. Assist in a political campaign.
- V. Develop an International Business Plan.
- W. Participate in an International Business Competition.
- X. Construct a website with an international theme.
- Y. Develop a multi-media presentation promoting international business, or a community event or public issue.
- Z. Participate in an impromptu speaking event involving a current issue.
- AA. Participate in a mock trial.
- BB. Serve as a committee chairperson for a school or community event.
- CC. Attend a naturalization ceremony.
- DD. Participate in a project to improve the natural environment, water quality, wildlife habitat.
- EE. Restore a neglected cemetery.
- FF. Participate in a peer counseling program.
- GG. Active membership in SADD.
- HH. Attend an IMPACT panel session conducted by an county office.
- II. Organize recreation for younger children.
- JJ. Assist at a soup kitchen.
- KK. Observe a court procedure.
- LL. Interview a military recruiter.

