

5th Grade Career Development
Activity #7: Government and Public Administration Careers
Estimated time: 30-45 minutes

National Career Development Guidelines Indicators

ED1 - Attain educational achievement and performance levels needed to reach your personal and career goals

- ED1.K7 - Recognize that your educational achievement and performance can lead to many workplace options
- ED1.K8 - Recognize that the ability to acquire and use information contributes to educational achievement and performance

ED2 - Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy

- ED2.K3 - Recognize the importance of being an independent learner and taking responsibility for your learning

CM3 - Use accurate, current, and unbiased career information during career planning and management

- CM3.K2 - Recognize that career information includes occupational, education and training, employment, and economic information and that there is a range of career information resources available
- CM3.K4 - Identify several ways to classify occupations

CM4 - Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment

- CM4.K4 - Recognize that many skills are transferable from one occupation to another

Goal:

Students will investigate careers in the **Government and Public Administration** Career Cluster.

Objectives:

- Understand that a career cluster is a grouping of occupations based on commonalities
- Recognize that the **Government and Public Administration** Career Cluster includes careers that execute the governmental functions of governance; national security; foreign service; planning; regulation; and management and administration at the local, state, and federal levels.
- Investigate careers in the **Government and Public Administration** Career Cluster.

Materials:

- 5th Grade Career Development Activity #7– **Government and Public Administration Careers: Changing Rules** handout
- Writing Materials

Activity:

1. “Today we’re going to learn about occupations in the **Government and Public Administration** Career Cluster. Does everyone remember what a Career Cluster is? **A career cluster is a grouping of occupations based on things they have in common.**”
2. “The **Government and Public Administration** Career Cluster includes jobs that execute the governmental functions of governance; national security; foreign service; planning; regulation; and management and administration at the local, state, and federal levels.” *Write this on the board.*
3. “This career cluster contains many jobs, but today, we are going to focus on careers in governance. These workers help to create rules and laws or help to execute them on the city level, state level, or even the federal level. Can you think of different occupations in governance that work either at the city, state, or federal level?” *Allow students time to respond. Write their responses on the board. Prompt them to help the discussion, if needed. Some possible answers: state/federal senators and representatives; city council members; mayors; governors.*
4. “As you can see, legislators and government leaders work in all types of governance careers. People in these jobs must be able to analyze information and formulate positions that reflect their points of view. Let’s pretend that we, as students, have a disagreement with a school district rule and we want to try to change this rule. Behaving as a legislator might, how would you approach this problem so that the result would be a change in the rule?”
5. *Divide students into five groups. Distribute the **Government and Public Administration Careers: Changing Rules** handout. Explain the directions. Ensure students understand the assignment. Walk around and offer help if necessary.*
6. *When finished, have the students explain their argument for a new rule, and how they came up with it.*
7. *Have students discuss what they liked and disliked about developing their approach to changing the rule. Ask them if they would like to participate in government when they are adults.*
8. *Collect the handouts. Display the new rules on a bulletin board.*

Evaluation:

Students will be evaluated on their handout and their new rules.

Handout #1

Government and Public Administration Careers: Changing Rules
5th Grade Career Development: Activity #7

Situation: The school superintendent has instituted a rule that teachers must give 5 hours of homework every night. As a result, you have been staying up very late to get all your homework done. You don't like this rule, and the teachers don't like it either because you have been falling asleep in class!

Directions: Your job, as a student leader, is to use your analytic and communication skills to present a fair and reasonable change to this rule. Use the questions below to guide you.

What is the rule that needs to be changed?

Who are the people involved? What are their points of view regarding the rule?

What are some possible solutions to the problem so that everyone is satisfied?

On the back, write out your new rule.