

County Solutions Step Six: Real World Policies

Time Needed: One class period

Materials Needed:

Student worksheets

Projector

Copy Instructions:

Case studies packet (*two pages double-sided; class set*)

Analysis packet (*two pages double-sided; class set*)



This is lesson six of nine in a series that culminates in a final class project. All steps can be found at www.icivics.org/curriculum/countysolutions

Learning Objectives. The student will:

- Analyze examples of government actions and regulations using 5W+H.
- Explain how the real-life actions involve the government, groups, and individuals.
- Explain how both restrict behaviors and offer benefits.
- Evaluate each example for how far it can go to actually address the issue.
- Decide whether action or regulation is a better fit for the class issue.

STEP BY STEP

- ANTICIPATE** by asking students to recall “who” can take action (individual, group, government). Then ask them to recall the two things almost every law does (provide some benefit and restrict behavior in some way).
- DISTRIBUTE** one packet of *Public Policy Case Studies* and one packet of *Case Study Analysis* worksheets to each student.
- READ** through the first 5W + H graphic organizer with the class.
- DISCUSS** the corresponding questions on the case study analysis worksheet. Have students fill in the answers.
- CONTINUE** working through the case studies and analysis questions. The first four are actions and the second four are regulations. The questions are slightly different for actions than for regulations.
- PROJECT** the *Which One Fits Your Problem?* projection master.
- DISCUSS** the key words for Action and Regulation with the class.
- ASK** the class this question: Does their problem fit better with the key words for action or for regulation? (Their decision will guide the rest of the project, so help them think through the answer.)
- TELL** the class that tomorrow they will brainstorm a specific action or regulation (based on the decision they just made) to solve the problem you have been studying.

Step Six: Real World Policies

Name: _____



WHY is it needed?

Many kids are dropping out of high school, are not connected to the community, and don't have job skills

WHAT is it?

"Batteries Included" Youth Initiative—kids in the program learn life and job skills, get help with academics, learn leadership skills, and participate in job internships during the summer.

WHEN?

After school and during the summer

WHERE?

Workshops and classes at city recreation centers
Employment at local businesses and government agencies

CITY OF LAS VEGAS
"BATTERIES INCLUDED"
YOUTH INITIATIVE



WHO is involved?

City of Las Vegas
Clark County School District
Nevada Partners (a nonprofit agency that works to improve quality of life in the community)

HOW does it work?

Students enroll in the program, take classes, and participate in the activities and job internships.
After the program, students stay involved in youth councils and help with city projects.



WHY is it needed?

Unused, unwanted medicines are dangerous for kids and pollute the environment

WHAT is it?

Medicine Return Program—Give residents a safe place to dispose of unwanted medicines

WHEN?

Year-round
Normal business hours (pharmacies)
24 hours (law enforcement agencies)

WHERE

Participating pharmacies, police departments, and waste collection locations.
Residents check the web for a complete list

KING COUNTY
MEDICINE
RETURN PROGRAM

WHO is involved?

King County Hazardous Waste Management Program, local governments, businesses, and non-profit organizations.

HOW does it work?

Residents take unwanted medicines to designated locations
Medicines go in the drop-off box
Coalition works to pass law forcing drug companies to pay for safe drug-return programs



Step Six: Real World Policies

Name: _____



WHY was the law passed?

Student athletes risk serious and long-term damage if they get a concussion during a game but continue to play

WHAT does the law do?

A student athlete suspected of having a concussion may not participate until he or she gets medical clearance

WHEN does it apply?

During participation in interscholastic sports

WHERE does it apply?

Schools and events participating in an interscholastic association in the state of Indiana

STATE OF INDIANA STUDENT ATHLETE CONCUSSION LAW



WHO does the law target?

Coaches, schools
Students involved in interscholastic sports
Parents

HOW does the law work?

Athletes and parents must receive information about head injuries each year
A student suspected of having a concussion must be removed from play
Student must get written clearance from a health care provider trained in evaluating head injuries



WHY was the law passed?

Accidents happen when streets are designed with only cars in mind

WHAT does the law do?

Law requires new roads to be designed with all users in mind, including pedestrians, cyclists, and mass transit riders, as well as motorists

WHEN does it apply?

Any time a new road is built or an existing road is repaired or upgraded

WHERE does it apply?

Cook County, Illinois

COOK COUNTY COMPLETE STREETS ORDINANCE



WHO does the law target?

Cook County Highway Department
Other county agencies needed to plan and maintain roadways

HOW does the law work?

County agencies must work together to make roads that have safe access for all users
Law sets a goal to reduce pedestrian and bicycle crashes and increase walking, biking and transit trips 50% by 2030
Agencies make Complete Streets a priority



Step Six: Real World Policies

Name: _____



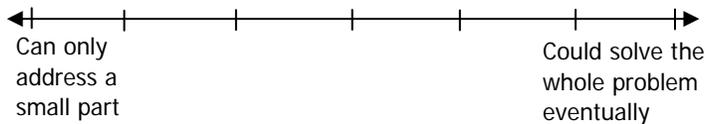
CITY OF LAS VEGAS "BATTERIES INCLUDED" YOUTH INITIATIVE

A. Complete the statement to explain the City of Las Vegas's *public policy* on this issue:

The City of Las Vegas should should not do something about _____

_____.

B. Put an X on the line to show how far you think this action can go to solve the problem:



C. Complete the chart.

Here's how the *government* is involved:

Here's how *groups* or *businesses* are involved:

Here's how *individuals* are involved:



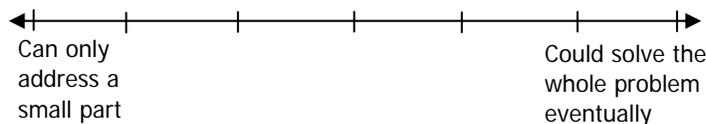
KING COUNTY MEDICINE RETURN PROGRAM

A. Complete the statement to explain King County's *public policy* on this issue:

King County should should not do something about _____

_____.

B. Put an X on the line to show how far you think this action can go to solve the problem:



C. Complete the chart.

Here's how the *government* is involved:

Here's how *groups* or *businesses* are involved:

Here's how *individuals* are involved:



Step Six: Real World Policies

Name: _____

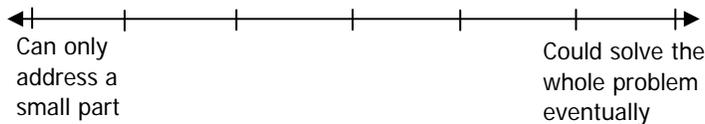


STATE OF Indiana Student Athlete Concussion Law

A. Complete the statement to explain the State of Indiana's *public policy* on this issue:

The State of Indiana should should not do something about _____
_____.

B. Put an X on the line to show how far you think this law can go to solve the problem:



C. Complete the chart.

Here is how this law could help the problem:

Here is how this law could limit peoples' behavior:

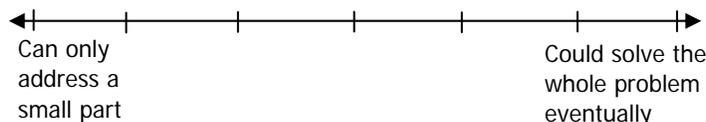


COOK COUNTY COMPLETE STREETS ORDINANCE

A. Complete the statement to explain Cook County's *public policy* on this issue:

Cook County should should not do something about _____
_____.

B. Put an X on the line to show how far you think this law can go to solve the problem:



C. Complete the chart.

Here is how this law could help the problem:

Here is how this law could limit peoples' behavior:



WHICH ONE FITS YOUR PROBLEM?

ACTION

Programs
Partnerships
Assistance
Services
"We offer"

REGULATION

Requirements
Restrictions
Prohibitions
Rules
"You must"