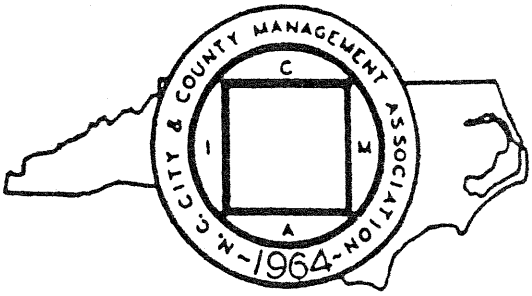
North Carolina City and County Management Association



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February 17, 1997

Dear Teachers:

We hope you will find this message to be good news, as this folder contains materials to make it easier for you to teach the standard course of study as it relates to local government in North Carolina. The North Carolina City and County Management Association is pleased to provide you with this set of lesson plans and activities to introduce your elementary students to their city and county governments. Our intention in preparing these materials was not to add to your already heavy workload, but to make readily available the resources you need to teach young students about local government. It is our belief that by instilling in children a better sense of the workings of the governments closest to them (municipal and county), you play a role in strengthening the democracy. With that goal in mind, we encourage you to incorporate some or all of these lesson plans into your students' study of local government.

Our Association, made up of managers and assistant managers of cities and counties across North Carolina, is committed to helping students become better informed and more involved local government citizens. This package for the elementary grades represents the latest effort in our Civic Education Project, which already has produced an introductory videotape and a comprehensive textbook and teacher's guide for the ninth grade Economics, Legal, and Political Systems in Action course. All materials have been provided free of charge to the schools, with funds from our own association and from the North Carolina League of Municipalities, the North Carolina Association of County Commissioners, and contributions by 393 cities and counties across the state.

Our Association is indebted to Margaret Henderson and Laura Mills Clougherty, teachers at Hunter Elementary School in Wake County, for developing the outline of topics, preparing individual lesson plans, and designing activities to reinforce these concepts. For source material, Ms. Henderson and Ms. Clougherty relied on the textbook published by our association for ninth grade students, *Local Government in North Carolina,* written by Gordon P. Whitaker, Ph.D. at the University of North Carolina at Chapel Hill. While each lesson plan includes all the background information necessary to cover a particular topic with your students, we encourage you to examine *Local Government in North Carolina* for further information on any topic of special interest to you or your students. One copy of the textbook has been shipped to your school's resource center; for additional copies, please contact our association's civic education coordinator, Jan Boyette, at (919) 220-2552. This folder also includes a list of books for further reading with students and by students.

Several lesson plans suggest contacting your local government staff members to provide materials or arrange speakers for your classroom. We want students to understand that local government is accessible to them and their families. We encourage you to take advantage of your city/town halls and county courthouses as resources for the study of city and county government. You can find the phone numbers of your city and county offices in the phone book.

Finally, we are interested in your comments about this resource package and your ideas for making it better. After you've had the chance to review this package and put it to use, we would greatly appreciate your ideas on the enclosed response form.

Thank you for helping our youngest citizens to understand how their city and county governments work for them.

Sincerely,

John M. Link, Jr.
President

Carolyn H. Carter
Chair, Elementary Project

Charlie Horne
Chair, Civic Education Committee

NCCCMA
Civic Ed

TEACHER'S RESPONSE FORM

In order to make our resource package as useful as possible, we'd like to know your reaction to the lesson plans and activities in the package. After completing your unit on local government, please take a few minutes to complete this form.

1. Approximately how many class days did you spend studying local government?

2. Compared to the last time you taught this grade level, how much time did you spend teaching city and county government this year?
   _____ More class days than last time
   _____ About the same number of class days as last time
   _____ Fewer class days than last time

3. Which of the enclosed lesson plans and activities did you use with your class?
   _____ All of them
   _____ Some of them; lesson plan #s: _____
   _____ None of them

4. Which lesson plans and activities did you find most useful?

5. Did you invite any local government speakers to your class? If so, what were their jobs?

6. Did your students visit any local government facilities? If so, which ones?

7. Have you seen the newsletter "Local Government RESOURCES" published by our association?

8. What suggestions do you have for revisions or additions to this package? (Feel free to use additional pages, if necessary.)

Name _____ School _____

Grade level of students _____ School district _____

☆☆☆☆☆

Thank you for your input. Please fold and return to the address printed on the back of this page.

What is local government?

1. Discovering what's special about your community
2. Distinguishing local government from state and national government
3. Identifying government and non-government services in your community

What does local government do for me?

4. Exploring local government services
5. Recognizing local government services as a part of your life
6. Reviewing public safety services

How are local government leaders chosen?

7. Introducing county elected officials
8. Introducing city elected officials
9. Campaigning and voting

Who manages local government?

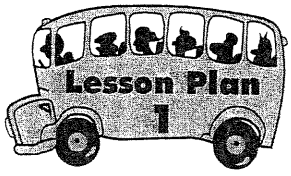
10. Introducing city and county managers
11. Meeting with a manager

How does a local government collect and spend money?

12. Paying for local government
13. Spending by local government
14. Preparing a budget

How do I make a difference?

15. Getting your opinion heard
16. Supporting your community



Discovering what's special about your community

Purpose To encourage students to identify with their own community as a special place to live

Vocabulary community

Materials Needed chart paper construction paper mural paper markers crayons scissors

Teaching Strategies Note: Before the lesson, request a copy of your city or county seal, slogan, logo, or flag from the office of the city or county clerk.

1. Write the word "community" at the top of a piece of chart paper. Have students give their definitions of a community. Record students' responses on chart paper.

2. Ask, "What makes our community different or special? What is our community known for? What does our community do well?" Discuss.

3. Share the city or county seal, slogan, logo, or flag with the class. Use this symbol to suggest additional ideas about your community.

4. Have each student select one aspect of the community that makes it special or unique. Provide construction paper, markers, crayons, and scissors, and ask students to create pictures of their ideas.

5. When students are done with their pictures, have them cut out the pictures and paste them on a large piece of mural paper entitled "Our Community" to create a collage.

Distinguishing local government from state and national government

Purpose

To teach students the distinctions between the local, state, and national governments

Background Information

The State of North Carolina is made up of 100 counties. Citizens of North Carolina are also citizens of the county in which they live. People who live within city or town limits are citizens of that municipality, as well. In North Carolina, a municipality's charter designates what the community is called. Regardless of its size, a community may call itself a city, town, or village.

Vocabulary

government national state local city county

Materials Provided

US map, picture of the United States Capitol Building,
NC map, picture of the State Capitol Building

Materials Needed

county or city map pictures of local government buildings
chart paper markers

Teaching Strategies

1. Pass out copies of the US and NC maps and have students locate, color, and label where they live. Make note of the size of the state of North Carolina in relation to the United States.

2. Use a city or county map to locate several familiar landmarks, such as the school building.

3. Explain that we are citizens of all three areas. Display the pictures of the government buildings and discuss the locations of the US Capitol, State Capitol, County Courthouse, and City Hall.

4. Introduce the words *national*, *state*, and *local* to identify the three levels of government and match these words with the appropriate maps and pictures. Emphasize that *local* means *close* or *near*, and that your local government has been established to take care of the needs of the people in your area.

5. In small groups or as a class, have students brainstorm what they believe are the needs of the people in your community. List these needs on chart paper.

Enrichment

For homework or classwork, have students look for newspaper articles about government and pictures of government buildings or of government services being provided.

Identifying government and non-government services in your community

Purpose

To increase students' awareness of government services

Background Information

Government is often referred to as the public sector, and the services cities and counties provide are often called public services. Other services are provided by businesses, or the private sector.

Vocabulary

public

Materials Provided

pictures of government service providers,
pictures of non-government service providers

Materials Needed

chart paper markers

Teaching Strategies

1. Display pictures of non-government service providers (plumber, rancher, taxi driver, etc.). Discuss how these services help people in the community.

2. Ask students, "What other services do we need in our community?" List their answers on chart paper.

3. Display pictures of government service providers (for example, librarian, sanitation worker, planner, manager). Discuss how these services help people in the community.

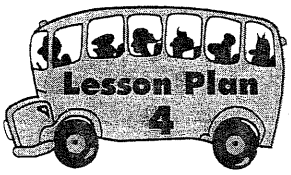
4. Explain that a community needs all these services. Some services are provided by local government (public services) and some are not.

5. On two pieces of chart paper, make lists of government and non-government services to be displayed in the classroom.

Enrichment

For homework, have students interview their parents or other adults to find out if they work in a government job or a non-government job. During the next class period, have the class graph the results.

Exploring local government services



Purpose To introduce students to a variety of local government services

Background Information City and county governments provide a wide range of services. Some city and county governments are very large organizations with thousands of employees and provide many different types of services. Other cities and counties have only a few employees and provide only the most necessary public services, such as water supply, wastewater treatment, and garbage collection.

Materials Provided
city and county service cards
"At Your Service" worksheet

Materials Needed
chart paper or large construction paper
markers

Teaching Strategies

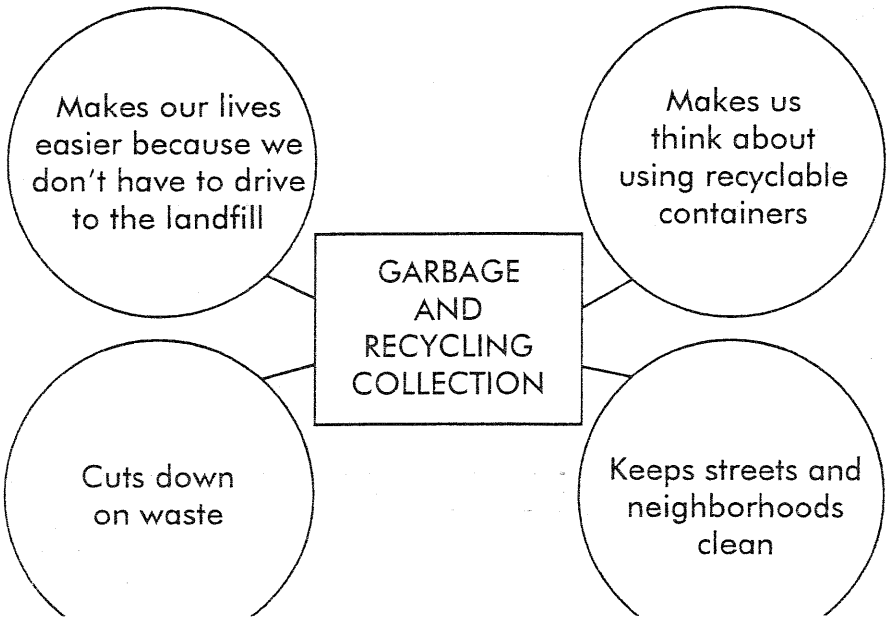
1. Divide the class into small groups and distribute a service card (i.e., law enforcement, libraries, animal control, schools, social services, taxes) to each group.

2. Draw the sample web below for the class. Instruct each group to brainstorm and draw a web on chart paper of how their service helps the community.

3. Have the students display their webs and share them with the class.

4. Distribute copies of the At Your Service sheet. As a class, name the government service needed by each citizen.

Sample Web



At Your Service

Name Answer Sheet

Local governments help people in the community every day. For each situation below, decide what government service the citizen needs.

1. A woman wants to report that people are driving too fast on her street.

   law enforcement

2. A family's just moved into a new home and they have a lot of packing boxes cluttering up the house.

   sanitation or recycling

3. A man wants to add on to his house.

   permits and inspections

4. A girl is interested in finding a baseball league for children.

   recreation

5. A teacher would like her class to learn more about fire safety.

   fire department

6. A man runs his car into a huge pothole on his way to work.

   public works

7. A home builder needs to connect a house to the water system.

public utilities

8. A woman wants to apply for food stamps.

social services

9. A woman wants to report a bear in her backyard.

animal control

10. A man needs to know what vegetables would grow well in his garden.

agricultural extension

11. A baby needs to get a vaccine to protect her from mumps and measles.

public health

12. A boy needs to find a reference book for a school report on spiders.

libraries

13. A doctor wants to build a new office near a busy neighborhood.

planning and zoning

Recognizing local government services as a part of your life

Purpose

To demonstrate to students that local government services play an important part in their daily lives

Materials Provided

"Student Time Line of a Day's Activities" worksheet

Teaching Strategies

1. Distribute copies of the "Student Time Line" and have students fill out the first two columns (Time and Activity columns) on their own.

2. Divide the class into small groups to work on completing the third column (Government Services Involved). Help each group to recognize how government services play a role in their daily routines. For example, brushing your teeth involves the water supply. Riding to school involves street repair and traffic signs.

3. As a class, discuss what the students learned about local government services from their time lines. You may choose to list all the different government services mentioned by students. Point out that local government services affect the lives of people of all ages in your community.

Reviewing public safety services

Purpose

To teach students about the protective services offered by local government

Background Information

In discussing the law enforcement symbols provided, explain to the class that both police officers and sheriff's deputies protect people. The type of officer patrolling or responding to an emergency call depends on your location.

If your county or municipality uses an emergency phone number other than 911, teach the students the correct number. If you call the administrative offices of your emergency dispatch center, you may be able to obtain reminder stickers to distribute to your students. Do *not* call the emergency number to ask for stickers.

Materials Provided

emergency symbol cards Emergency Phone List worksheet

Teaching Strategies

1. Write "911" (or the correct number for your area) on the chalk board and ask, "What do these numbers mean to you?"

2. After the students respond, explain that people in the community need help in emergency situations, and that this help usually comes in the form of a government service (police, sheriff, fire, ambulance or rescue squad, animal control).

3. Introduce the symbols on the cards provided. Point out that these symbols are recognized by those who cannot read. Deaf citizens can see these symbols on emergency vehicles even though they cannot hear the sirens.

4. Divide students into groups and give each group one of the emergency symbol cards. Assign each group the task of acting out an emergency situation pertaining to the symbol on the card.

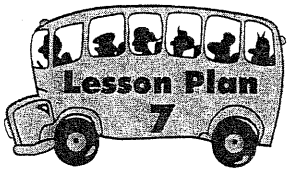
5. Have each group share its skit with the rest of the class.

6. Wrap up by reviewing the protective services provided by local government and having the students complete the Emergency Phone List to take home.

Enrichment

Have a staff member of your emergency dispatch center speak to your class, or take a field trip to your local emergency dispatch center.

Introducing county elected officials



Purpose

To teach students about county elected officials and what these officials do

Background Information

County elections are held on the Tuesday after the first Monday in November of even-numbered years. The county commissioners, local school board members, the sheriff, and the register of deeds are elected by voters in the county.

Commissioners are members of the governing board for the county. As a group, the county commissioners listen to what the citizens have to say, discuss choices, and make decisions for the county. The county commissioners pass ordinances to regulate behavior and adopt a budget that states how the county will spend its money.

School Board members are members of the governing board for the school district. The School Board makes policy for the local schools. They cannot levy taxes, but they do establish a budget based on the funding provided and decide how school funds will be spent.

The Sheriff's department operates the county jail and protects all areas of the county not served by local police departments. Sheriff's deputies also serve court orders and subpoenas.

The Register of Deeds maintains records of births, marriages, honorable discharges, deaths, and land transactions. Often the sheriff and register of deeds run unopposed and hold office for many years.

Some officials who may work in the courthouse are not county officials, but state officials who are provided office space by the county. This group includes the judges, clerk of court, district attorney, and probation officers.

Vocabulary

county commissioners school board members
sheriff register of deeds

Materials Provided

On the Job with County Officials worksheet

Materials Needed

map of your county (or state map with county lines)
current list of your county elected officials

Teaching Strategies

1. On a map, point out the boundaries of your county. Explain that all adult citizens in the county have the right to vote for county officials.

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2. Write the current year and the names of the four elected offices on the chalk board. Explain that county elections take place in November of even numbered years. As a class, determine when the current officials were elected and when the next elections will be held. Discuss the role of each of the elected officials.

3. Distribute a copy of the "On the Job with County Officials" worksheet to each student. Have them complete the worksheet on their own or with a partner.

4. As a class, discuss the correct answers.

Enrichment

1. Have students make a list of the current elected officials for your county.

2. Invite a county elected official to talk to your class about running for office and his or her job responsibilities.

3. Have students look through newspapers for articles about any of the county elected officials. Make a bulletin board of the articles.

Introducing city elected officials

Purpose

To teach students about city elected officials and what these officials do

Background Information

City elections are held in November of odd-numbered years. The mayor and city council members (also called *aldermen* and *alderwomen, councillors or commissioners*) are elected by voters in the city.

The mayor presides over the governing board for the city and is the chief representative of the city. In some municipalities the mayor is selected by the governing board, instead of being elected to the position of mayor by the voters.

Council members are members of the governing board for the city.

As a group, the mayor and council members listen to what the citizens have to say, discuss choices, and make decisions for the city. The mayor and city council pass ordinances to regulate behavior and adopt a budget that states how the city will spend its money.

Vocabulary

mayor city council (or *board of aldermen*) ordinance

Materials Needed

large map of the county several newspapers (including back issues)
chart paper markers

Teaching Strategies

Note: Before the lesson, cut out several newspaper articles about the mayor and city council. Determine what your city council members are called: council members, aldermen and alderwomen, councillors, commissioners, or some other title.

1. Locate your city, town, or village on a county map. Explain that all adult citizens in the city have the right to vote for the mayor and city council.

2. Write the current year and the words *mayor* and *city council* or *board of aldermen* (or the correct term for your city) on the chalk board. Explain that city elections take place in November of odd-numbered years. As a class, determine when the most recent city election was held and when the next election will be held. Define the roles of the city elected officials for the students.

3. Divide the class into small groups. Give each group an article.

4. Instruct each group to read the article and write the main ideas on a piece of chart paper to share with the class.

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5. Have each group share its findings with the class.

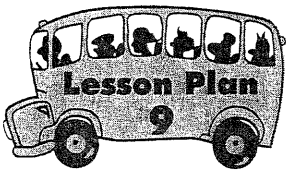
Enrichment

1. Have students make a list of the current elected officials for your city.

2. Invite the mayor or a city council member to talk to your class about running for office and his or her job responsibilities.

3. For homework, have the students find out what the governing board is called in your city, and what seats will be filled in the next election.

4. Have students report on a radio or television story or newspaper article about city and county elections.



Campaigning and voting

Purpose To expose students to the local election process

Background Information Campaigning for office gives candidates opportunities to express their views about local issues and to hear what citizens want from their elected officials. They do this through speaking in public, through newspaper, radio, and TV ads, and through mailings. The use of bumper stickers, buttons, and signs are common methods of campaigning as well. Elections give voters the opportunity to choose the candidates they like. Anyone eighteen or older who is a citizen may vote.

Vocabulary election candidate campaign vote

Materials Needed construction paper markers 3 x 5 index cards

Teaching Strategies Note: Before the lesson, collect samples of campaign buttons, bumper stickers, and outdoor signs to share with the class.

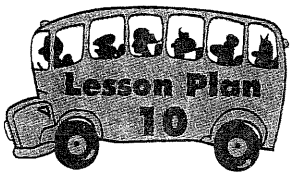
1. Discuss with the class the role of voters and candidates in an election. Ask if the students have seen any candidate's commercials, bumper stickers, buttons, or outdoor signs.

2. Have students select a city or county office in which they would like to serve and have them design a poster for their campaigns.

3. Distribute 3 x 5 cards and have students write reasons why they should be elected for the office they have chosen (possibly as a homework assignment).

4. Ask students to share their posters and "campaign speeches" (using the 3 x 5 cards as references) with the class or with small groups of students.

Introducing city and county managers



Purpose

To teach students about the roles of city and county managers

Background Information

City and county governing boards appoint managers in most cites and counties in North Carolina. These managers run the business of the city or the county, including supervising the work of each city or county department. The managers are responsible for carrying out the policies of the commissioners. They also hire and fire some of the local government employees and present a budget for providing city or county services. The city manager serves "at the pleasure of" the city council, and the county manager serves "at the pleasure of" the county commissioners, which means the manager can be fired at any time. If there is no manager, a person with the title of *administrator* or *clerk* carries out many of the governing board's directives. All municipalities have a city clerk and all counties have a county clerk who assist the governing board.

Vocabulary

city manager county manager "at the pleasure of"
administrator clerk

Materials Provided

"Manager for a Day" worksheet

Teaching Strategies

1. Briefly familiarize the students with the roles of city and county managers. Name the city and county managers in your area.

2. Distribute the worksheet and explain that these are the sorts of situations that managers handle every day.

3. Divide the class into small groups. Assign each group one or more items from the worksheet. Have the students in each group assume the role of the manager and decide what plan of action they would take in response to the situations assigned. (Note: Both city and county services are represented on the worksheet.)

4. Have each group of students share its ideas for handling each situation.

Meeting with a manager

Purpose To allow students to interact with a local government manager

Vocabulary city manager county manager

Teaching Strategies Note: Before the lesson, schedule a visit to the school by a manager or assistant manager by calling the manager's office one to two weeks in advance. Ask the speaker to talk about how he or she chose a career in local government and to answer student questions.

1. Explain to (or review with) the class the roles of city and county managers. Point out how they are appointed by the elected officials of the city and county.

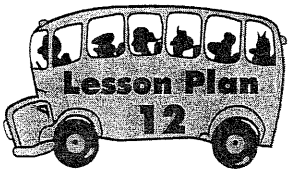
2. Have students recall all the services that local governments provide. Discuss the manager's job of directing and supervising these services.

3. Tell the students that a guest speaker from the city or county manager's office is coming to visit. Have each student write down two good questions for the visitor.

4. Cut the questions into strips and put them into a box for the speaker to draw from during the visit.

Enrichment After the visit, have the students write thank you notes and/or a paragraph about the role of the city or county manager and send them to the speaker.

Paying for local government



Purpose To teach students about paying for local government services

Background Information Revenues to operate local government come mostly from taxes, user fees, and other governments (federal and state). Property taxes are collections based on the value of property (mostly land, houses, and vehicles) owned by citizens. Sales taxes are collections based on the value of purchases by citizens. User fees are charges for services provided by local government (water, sewer, bus services, public pools, etc.). Local governing boards decide how much money will be set aside to provide services each year. After estimating how much money they will collect from other sources, governing boards set the tax rate and change user fees as needed to add up to the total needed.

Vocabulary taxes user fees revenue

Materials Provided Revenue Pie Charts ("Where Does the Money Come From?")
Note: Both city and county revenue charts have been provided.
Use either or both charts to suit your purposes.

Materials Needed markers

Teaching Strategies

1. Ask "Have you ever paid to ride a city bus? Have you paid or bought a pass to swim at the public pool? Do your parents get a water bill?" Explain that the money from these charges helps to pay for these services. Explain that these charges are called *user fees* and write the word on the chalk board.

2. Ask "How many of you go to school? Use the library? Play at the park? Ride on the roads?" Ask "Have you ever had to pay for these things?" Ask "Do you pay me? How are these things paid for?" Write the word *tax* on the chalk board and have students explain what they know about taxes. Then discuss how taxes are collected from citizens to help pay for services.

3. Explain that taxes and user fees are important ways in which citizens pay for the services they use. Review some of the services that local government provides its citizens and list them on the board.

4. Distribute a copy of the pie chart to each student. Explain that the pie chart shows where the money comes from to operate local governments. Explain that this chart is just an example of how a local government might be funded.

(continued on back)

5. Ask students to label each slice of the pie with the correct revenue from the list of revenues and percentages at the bottom of the page.

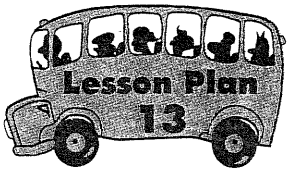
6. Discuss the completed pie chart, noting each source of revenue.

7. Have students write a sentence about each revenue source based on the information from the completed chart. For example: *This city collects the biggest part of its revenue from water and sewer charges.*

Enrichment

Have students bring in a cash register receipt. Note the tax paid and how it represents a percentage of the total cost of the items purchased.

Spending by local government



Purpose

To teach students about spending for local government services

Background Information

The budget tells how much money can be spent on each service provided by local government. A city or county's expenditures can not be any greater than its revenues. It is the job of the city or county manager to develop and propose a budget to the governing board each year. The governing board reviews the proposed budget and may modify it before adopting an annual budget. Each city and county in North Carolina chooses to spend its money in its own way, based on the specific needs of its citizens.

Vocabulary

budget expenditures

Materials Provided

Expenditure Pie Charts ("How Is the Money Spent?")
Note: Both city and county expenditure charts have been provided. Use either or both charts to suit your purposes.

Teaching Strategies

1. Ask students "Who do you think decides how the local government's money is spent?" to lead into a discussion of city and county budgets.

2. Allow students to list the services that local government provides. Ask students "Do you think some services cost more than others? Which ones do you think cost the most? Why?"

3. Distribute a copy of the expenditure pie chart to each student. Explain that the pie graph shows how the money is spent on local government services. Explain that this chart is just an example of how a local government might spend its money.

4. Note how much money is spent on each service. Compare this example (which represents an average city or county) with the students' ideas about which services cost the most.

5. Have students work with a partner to write a sentence about each expenditure based on the information from the chart.

6. Have each team of students share their results with the class.

Preparing a budget

Purpose To expose students to the process of developing a budget

Materials Provided play money
two sets of service cards (city and county)

Materials Needed chart paper tape

Teaching Strategies

1. Tell students they are going to work in groups to prepare a budget. Note that this is the task that city and county managers as well as council members and county commissioners face each year.

2. Divide students into groups and give each group a page of service cards and a page of $10 bills. (The students will need to cut the pages into separate service cards and $10 bills.)

   Note: Both city and county service cards have been provided. Use one complete set for each group, either city or county services. (Some groups could prepare a city budget while other groups prepare a county budget). Below are typical services lists for each.

3. Assign each group the task of planning a budget by deciding how much of their $1,000 budget should go to each service. Instruct them to tape the service cards down the left side of a piece of chart paper and next to each service card, the number of $10 bills they have allocated to that service. The total should add up to $1,000.

4. Ask each group to present its budget to the class, explaining its choices. Other class members may ask questions of the group.

Typical City Services

fire
public utilities
law enforcement
transit
recycling
sanitation
parks
public works
permits & inspections
emergency medical service
planning & zoning
recreation
public housing
economic development
traffic
taxes
human resources
budget/finance

Typical County Services

law enforcement
public health
libraries
recycling
sanitation
parks
animal control
agricultural extension
public works
permits & inspections
schools
emergency medical service
planning & zoning
recreation
economic development
taxes
human resources
budget/finance

Getting your opinion heard

Purpose

To demonstrate to students the avenues of communication with their local officials

Background Information

Citizens, both young people and adults, can make their opinions known to their elected officials by talking with them, writing letters, drawing up petitions, and attending and speaking at board meetings. Citizens eighteen and older can vote for the candidates of their choice, the candidates they think will best support the voter's own ideas. It is the job of elected officials to listen to the needs and concerns of the citizens and decide what the community's priorities will be. It is also their job to make appropriate decisions regarding the issues facing the community.

Vocabulary

petition

Materials Provided

Listen, Discuss, Decide cards

Teaching Strategies

1. Display the three cards (Listen, Discuss, Decide) in front of the class. Explain that elected officials have the job of listening to the citizens, discussing the choices available, and then deciding based on the law, recommendations from the manager and staff, and citizens' opinions.

2. Conduct a role playing exercise. Assign three students to represent elected officials. Have the remaining students choose sides as citizens on one of the following issues: laying out a new ballfield vs. creating an open park; lowering the speed limit on a busy street vs. leaving the speed limit at 35 m.p.h.; building two small branch libraries vs. building a new main library. Give students time to prepare their positions to present to the elected officials.

3. Have the "citizens" present their opinions on the issue while the "elected officials" listen. Then have the "elected officials" discuss the choices and decide on the outcome.

Enrichment

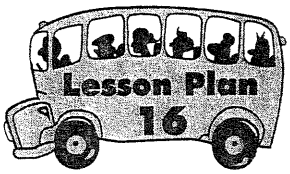
1. Arrange a field trip to a city council or county commissioners meeting. Review the rules for appropriate behavior before arriving. If you can not arrange a field trip, borrow a videotape of a recent meeting (many local governments and local cable systems tape the meetings for viewing on public access television). Afterwards, discuss what happened in the meeting and whether or not citizens were being heard.

(continued on back)

2. If a primary or regular election is coming up, have students make posters encouraging citizens to vote. Ask permission to display the posters in the county courthouse, city hall, public library, local grocery store, or other high traffic facility.

3. Invite an elected official to speak to the class about how he/she makes decisions. Ask the speaker to give examples of the ways that citizens have communicated their ideas on issues to him or her.

Supporting your community



Purpose

To introduce students to actions they can take to support local government and lead to change and improvement in their communities

Background Information

There are four main ways in which young citizens can support their local government and their communities: volunteering, participating in community activities such as festivals and parades, using public services and paying the user fees, and obeying laws and regulations.

Vocabulary

volunteer

Materials Provided

"Volunteer Response Form"

Materials Needed

various, according to the activities you select

Teaching Strategies

1. Tell students to imagine life without local government services. Ask "Does anyone know a way in which we can support our local government?"

2. Write on the board the four main ways young people can support local government and improve their communities. Define each category and ask students to give examples for you to list under each category.

3. Select one or more of the following activities to do as a class to support local government or the community.

   ☐ Have students plant flowers of the season around the school, park, or other public area. (Ask parents to send in bedding plants and gardening tools.) Afterwards, have students fill out the Volunteer Response Form.

   ☐ Take students on a ride to a local park or other public facility on the public bus system, if available. (Have students bring their own bus fare.) Hold a picnic at your destination and make students responsible for proper clean-up.

   ☐ Prepare as a class a calendar of community activities (not only local government activities) such as city council and county commissioner meetings, library events, sporting events, festivals, parades, plays, and concerts.

   NOTE: Local governments support many community activities directly and indirectly (by providing parks or other facilities, closing streets, making available police officers for parking and traffic control, etc.)

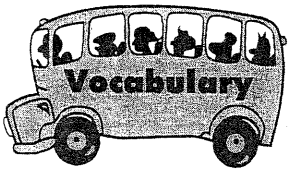
Student Time Line of a Day's Activities

Name _____

On the time line below, select one day — yesterday or any other day — and fill in the blanks with each activity you did from the time you woke up in the morning until the time you went to bed in the evening. Then list the name of any government service involved in each activity. One example is provided.

Time	Activity	Government Service Involved
6:30 a.m.	brushed teeth	water supply/wastewater treatment

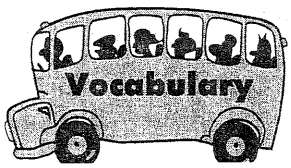
Adapted with permission from *Florida City & County Government, A Teacher Handbook*, a project of the Florida League of Cities, Florida Department of Education, Florida State University, and the Florida Institute of Government.



administrator	a person with the job of supervising the work of a group of people
"at the pleasure of"	being employed as long as the governing board is satisfied with the manager's work; if the governing board is not satisfied, the manager can be fired immediately
budget	a document showing where the money comes from and how it will be spent
campaign	a contest among people who want to be elected by the voters to a public office
candidate	a person who wants to be elected
city	a place with many houses and businesses close to each other, or the government for this collection of houses and businesses
city council	a group of people elected to make decisions for city government
city manager	a person hired by a city council to supervise the day to day operations of a city government
clerk	a person hired by a city council to keep records for the city government
community	a group of people who live near each other or share feelings of being together, or the place where this group lives
county	a geographical area of the state with its own government; North Carolina is divided into 100 counties
county commissioners	a group of people elected to make decisions for county government
county manager	a person hired by county commissioners to supervise the day to day operations of a county government
election	choosing people by voting
expenditure	the amount of money that a government spends
federal	a system with separate state and national governments; also used to refer to the national government of the United States

(continued on back)

government	the people who make decisions about public issues and provide services for citizens
local	close, nearby
mayor	the person who is the head of the city council
national	concerning the whole country
ordinance	a law passed by a city or county governing board
petition	a request for government action signed by a number of voters
public	concerning the whole community
register of deeds	a person elected to keep records about births, marriages, honorable discharges, deaths, and land transactions for a county
revenue	the amount of money that a government receives
school board	a group of people elected to make decisions for the schools
sheriff	a person elected to help make sure people in the county are safe
state	a geographical area of the country with its own government; the United States is divided into 50 states, including our state of North Carolina
taxes	money collected by government to pay for services people need
user fees	money charged by government to pay for services people want
volunteer	to work without being paid
vote	to make your choice about the candidates you want to be elected



For Further Reading

(Listed in order by lesson plan)

All Whitaker, Gordon P. *Local Government in North Carolina.* North Carolina City and County Management Association, 1993.
Provides up-to-date information about the organization of North Carolina's city and county governments, the services they provide, and how citizens may participate in local government; teacher's reference [provided free of charge to each elementaryschool's resource center]; black and white photos; 136 pages.

All Eichner, James A. and Shields, Linda M. *Local Government.* Franklin Watts, Inc., 1983.
Summarizes the many ways in which American counties, cities, towns, boroughs, villages, school districts, and special districts may be organized and governed; teacher's reference (5th grade reading level); black and white photos; 66 pages.

1 Wallner, Alexandra. *Since 1920.* Delacorte Press/Bantam Doubleday Dell Publishing Group, Inc., 1992.
Tells the story of a quiet country house overtaken by the growing city, until one day it is restored to its former beauty; reading level 3.1; large, color drawings; 32 pages.

1 Provensen, Alice and Martin. *Town & Country.* Crown Publishers, Inc., 1984.
Tells about daily activities in a big city and on a farm near a village; reading level 4 (due to length); large, color drawings; 32 pages.

1 Richardson, Wendy and Jack. *Cities: Through the Eyes of Artists.* Childrens Press, 1991.
Presents paintings, drawings, and prints by artists expressing ideas about city settings, with information about each artist and the selected work; teacher's reference for 4th grade level and up; large, color artwork; 48 pages.

2 Fanelli, Sara. *My Map Book.* HarperCollinsPublishers, 1995.
Shows maps of the owner's bedroom, family, day, and other places and things; interest level 2 and up; large, color drawings; 28 pages.

2 Sweeney, Joan. *Me on the Map.* Crown Publishers, Inc., 1996.
Offers a child's map of her room, her house, her town, her state, her country, and her world; reading level 3.1; large, color drawings; 28 pages.

2 Berger, Melvin and Gilda. *The Whole World in Your Hands: Looking at Maps.* Ideals Children's Books, 1993.
Leads students through the process of reading a map, using maps of Sammy's house, town, state, and the U.S.; reading level 3.1 but suitable for older children as well; color drawings; 48 pages.

2 Taylor, Barbara. *Be Your Own Map Expert.* Sterling Publishing Company, 1994.
Presents short explanations of all kinds of maps and suggests fun map-making activities; reading level 4 but suitable for older students as well; color drawings; 46 pages.

2 Muntean, Michaela. *I Want To Be President.* Western Publishing Company, Inc., 1993.
Shows Betty Lou of Sesame Street talking about the responsibilities and rewards of being president of the United States; interest level grade 2, with teacher reading; color drawings; 24 pages.

3 Butterworth, Nick. *Busy People.* Candlewick Press, 1986.
Asks students easy questions about a variety of jobs, including carpenter, doctor, grocer, mechanic, and garbage collector; reading level 1.2; color drawings; 32 pages.

3 LeSieg, Theo (Dr. Seuss). *Maybe you should fly a jet! Maybe you should be a vet!* Beginner Books/ Random House, Inc., 1980.
Asks children to think about what they want to do, suggesting a number of ordinary and not-so-ordinary choices; reading level 1.2; color drawings; 40 pages.

3 Rockwell, Anne. *When We Grow Up*. E.P. Dutton, 1981.
Shows children imagining themselves as adults working in their chosen occupations; reading level 2.1; large, color drawings; 32 pages.

3 Moncure, Jane Belk. *Jobs People Do*. The Child's World, 1976.
Explores a variety of jobs, both indoors and out; reading level 2.2; large, color drawings; 28 pages.

4 & 5 Gibbons, Gail. *Check It Out: The Book About Libraries*. Harcourt Brace Jovanovich, Publishers, 1985.
Introduces school libraries, public libraries, and even the Library of Congress, and shows the many different services a library provides; reading level 2.1 but suitable for 3rd graders as well; color drawings; 32 pages.

4 & 5 Alexander, Martha G. *How My Library Grew, by Dinah*. The H.W. Wilson Company, 1983.
Tells the story of Dinah impatiently watching the construction and awaiting the opening of a library down the street from her home; reading level 2.2; color drawings; 32 pages.

4 & 5 Rockwell, Anne. *I Like the Library*. E.P. Dutton, 1977.
Tells the story of all the things to do at the public library; reading level 3.1; color drawings; 32 pages.

4 & 5 Tester, Sylvia Root. A *Visit to the Library*. Childrens Press, 1985.
Illustrates students' visit to the public library; reading level 3.1; large, color photos; 32 pages.

4 & 5 Jaspersohn, William. *My Hometown Library*. Houghton Mifflin Company, 1994.
Uses a conversational style to introduce the full range of materials available at a public library; reading level 3.2 but appropriate for reading to younger students as well; color photos; 48 pages.

4 & 5 Gibbons, Gail. *New Road!* Thomas Y. Crowell, 1983.
Explains the planning and construction of a new road; reading level 2.2; color drawings; 32 pages.

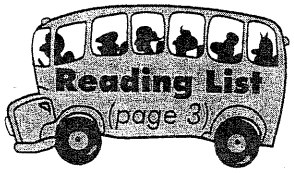
4 & 5 Gibbons, Gail. *How a House Is Built*. Holiday House, 1990.
Shows step-by-step how a house is built; unfortunately. there is no mention of zoning or building inspections; reading level 2.2 but suitable for 3rd graders as well; color drawings; 32 pages.

4 & 5 Symons, Dr. James M. *Plain Talk About Drinking Water: Answers to 101 Important Questions About the Water You Drink*. The American Water Works Association, 1992.
Answers both simple and complex questions about the water we drink; teacher's reference; black and white drawings; 104 pages.

4 & 5 Cole, Joanna. *The Magic School Bus at the Waterworks*. Scholastic, Inc., 1986.
Uses Ms. Frizzle's unique approach to teach students how water is cleaned at a water treatment plant; reading level 3.2; large, color drawings; 40 pages.

4 & 5 Olney, Ross R. *Keep Our Cities Clean*. Julian Messner, 1979.
Explains in some detail how local governments clean streets, pick up and haul off garbage and trash, treat sewage, clear away snow, and clean up after car accidents, natural disasters, and fires; reading level 4 but suitable for older students as well; black and white photos; 64 pages.

4 & 5 Gibbons, Gail. *Recycle!: A Handbook for Kids*. Little, Brown and Company, 1992.
Explains why we need to recycle, and how paper, glass, aluminum, and some plastics can be recycled, with interesting facts about garbage and recycling; reading level 2.2; color drawings; 32 pages.



4 & 5 Coats, Laura Jane. *Mr. Jordan in the Park*. Macmillan Publishing Company, 1989.
Tells all the activities Mr. Jordan has enjoyed in the park, beginning as an infant into old age; reading level 3.1; color drawings; 32 pages.

4 & 5 Ernst, Lisa Campbell. *Squirrel Park*. Bradbury Press, 1993.
Tells the story of a boy determined to save his favorite old tree in a park his father is planning; reading level 5; large, color drawings; 32 pages.

4 & 5 MacLachlan, Patricia. *Mama One, Mama Two*. Harper & Row, Publishers, 1982.
Tells the story of a little girl whose mother suffers from depression and the foster mother who takes care of her while her mother recovers; reading level and emotional level 5; color drawings; 32 pages.

4 & 5 Joosse, Barbara M. *Anna and the Cat Lady*. HarperCollinsPublishers, 1992.
Tells the story of a nine-year-old girl's friendship with an eccentric old woman who keeps a houseful of cats and is convinced that the Martians are after her; reading level 5 and older; 170 pages.

6 Arnold, Caroline. *Who Keeps Us Safe?* Franklin Watts, 1982.
Discusses how police officers and sheriff's deputies, paid and volunteer firefighters, and other emergency personnel help the community; reading level 3.1; black and white photos; 32 pages.

6 Rathmann, Peggy. *Officer Buckle and Gloria*. G.P. Putnam's Sons, 1995.
Tells how the children at an elementary school always ignore Officer Buckle's safety tips, until a police dog named Gloria accompanies him when he gives his speeches; reading level 3.2; large, color drawings; 32 pages.

6 Ring, Elizabeth. *Patrol Dogs: Keeping the Peace*. The Millbrook Press, 1994.
Shows how K-9 teams work and how dogs are selected and trained to perform police work; reading level 4 but suitable for older students as well; color and black and white photos; 32 pages.

6 Emert, Phyllis Raybin. *Law Enforcement Dogs*. Crestwood House, 1985.
Explains how law enforcement dogs have been used in law enforcement in the past and how they are trained to do police work today; reading level 4; color and black and white photos; 48 pages.

6 Rey, Margret and Shalleck, Alan J. *Curious George at the Fire Station*. Houghton Mifflin Company, 1985.
Tells the story of Curious George setting off a false alarm while visiting the fire station but redeeming himself by rescuing a Dalmatian puppy; reading level 2.1; color drawings; 32 pages.

6 Gibbons, Gail. *Fire! Fire!* Thomas Y. Crowell, 1984.
This book shows how firefighters, paid and volunteer, fight fires in the city and in the country; reading level 2.2; color drawings; 32 pages.

6 Johnson, Jean. *Fire Fighters, A to Z*. Walker and Company, 1985.
With each letter of the alphabet, introduces a topic relating to fire fighters and their jobs; reading level 2.2 but suitable for older students as well; black and white photos; 40 pages.

6 Winkleman, Katherine K. *Firehouse*. Walker and Company, 1994.
Provides detailed information about modern firehouses and the history of fire fighting, with lots of interesting trivia; reading level 4 but suitable for older students as well; color drawings; 32 pages.

6 Marston, Hope Irvin. *To the Rescue*. Cobblehill Books, Dutton Children's Books, 1991.
Illustrates the many types of ambulances and other equipment that rescue workers use to help people and animals who are hurt, lost, or trapped; reading level 5 but suitable for reading to younger students; large, color photos; 48 pages.

6 Rinard, Judith E. *Helping Our Animal Friends.* Books for Young Explorers, National Geographic Society, 1985.
Discusses pets in the city and in the country, and also wild animals; reading level 3.1; large, color photos; 32 pages.

7 North Carolina Association of County Commissioners. *A County Is Where You Live.* North Carolina Association of County Commissioners, no publication date.
Introduces county government through a county manager's explanation of his job to his daughter; reading level 4; black and white photos; 16 pages.

8 Roberts, Naurice. *Henry Cisneros: Mexican-American Mayor.* Childrens Press, 1986.
Tells the story of the young Mexican-American mayor of San Antonio; reading level 4 but suitable for older students as well; black and white photos; 32 pages.

9 Fradin, Dennis B. *Voting and Elections.* Childrens Press, 1985.
Discusses voting, mostly at the national level, but includes good information about the voting process and counting the votes; reading level 3.2 but suitable for older students as well; color photos; 48 pages.

9 Scher, Linda. *The Vote: Making Your Voice Heard.* Raintree Steck-Vaughn Publishers, 1993.
Focuses on the right to vote and the importance of voting, with an excellent section on using your vote wisely; reading level 4; color and black and white photos; 48 pages.

9 Samuels, Cynthia K. *It's a Free Country: A Young Person's Guide to Politics and Elections.* Atheneum/ Macmillan Publishing Company, 1988.
Introduces politics and elections using interesting real life stories and a conversational tone; focuses on national campaigns but includes an excellent chapter on running a campaign; teacher's reference (reading level 5); black and white photos; 132 pages.

9 Hewett, Joan. *Getting Elected: The Diary of a Campaign.* Lodestar Books, E.P. Dutton, 1989.
Follows the political campaign of Gloria Molina as she seeks election to the Los Angeles City Council; reading level 5; black and white photos; 48 pages.

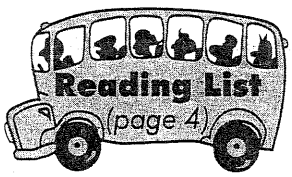
12 Hirsch, Charles. *Taxation: Paying for Government.* Raintree Steck-Vaughn Publishers, 1993.
Summarizes the history of taxation and why taxes are necessary, with examples of how schools and many other local government services are provided by taxes; teacher's reference (reading level 5); color photos; 48 pages.

15 Boy Scouts of America. *Citizenship in the Community.* Boy Scouts of America, 1984.
Provides information about local government, public meetings, the decision-making process for local issues, and citizenship in action, as background for the earning of a merit badge; reading level 4 but suitable for older students as well; black and white drawings; 32 pages.

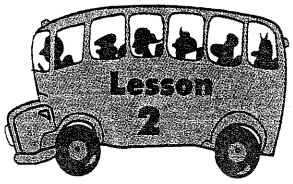
15 Powers, David Guy. *The First Book of How to Run a Meeting.* Franklin Watts, 1967.
Outlines parliamentary procedure for students, using the context of school clubs; teacher's reference, especially helpful to share with students who are going to watch a meeting of an elected body in person or on videotape; black and white drawings; 62 pages.

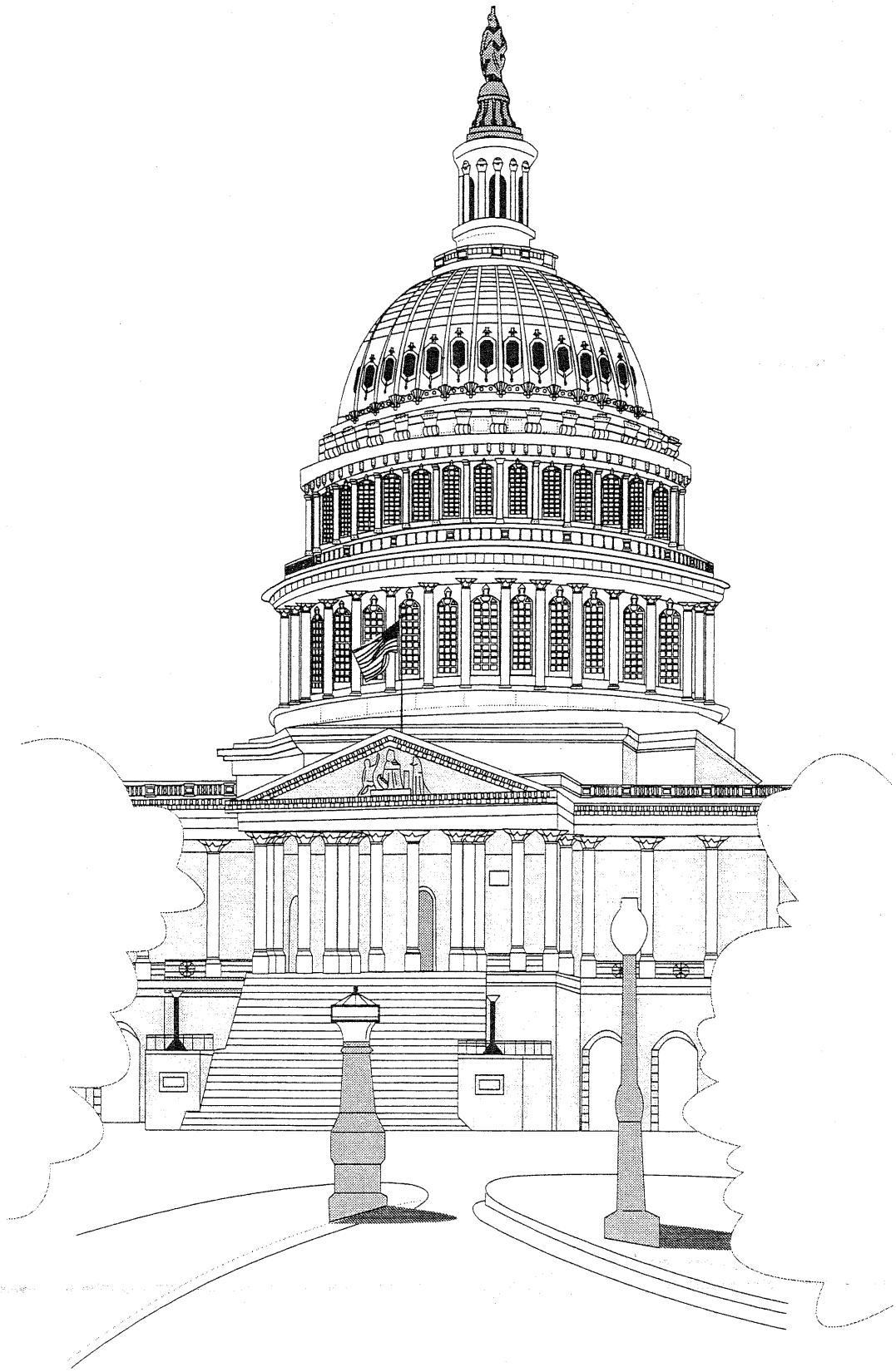
16 Goodman, Alan. *The Big Help Book: 365 Ways You Can Make a Difference by Volunteering!* Pocket Books, Simon & Schuster Inc., 1994.
Offers stories and 365 concrete suggestions for kids to make a difference in their communities; teacher's reference (reading level 5); 134 pages.

16 Adams, Patricia and Marzollo, Jean. *The Helping Hands Handbook: A Guidebook for Kids Who Want to Help People, Animals and the World We Live In.* Random House, Inc., 1992.
Suggests, in greater detail than Goodman's book, ways kids can help at home, in their community, with the environment, and around the world; teacher's reference (reading level 5); 156 pages.

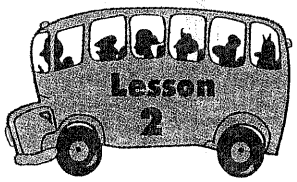


National Government – The U.S. Capitol in Washington, D.C.





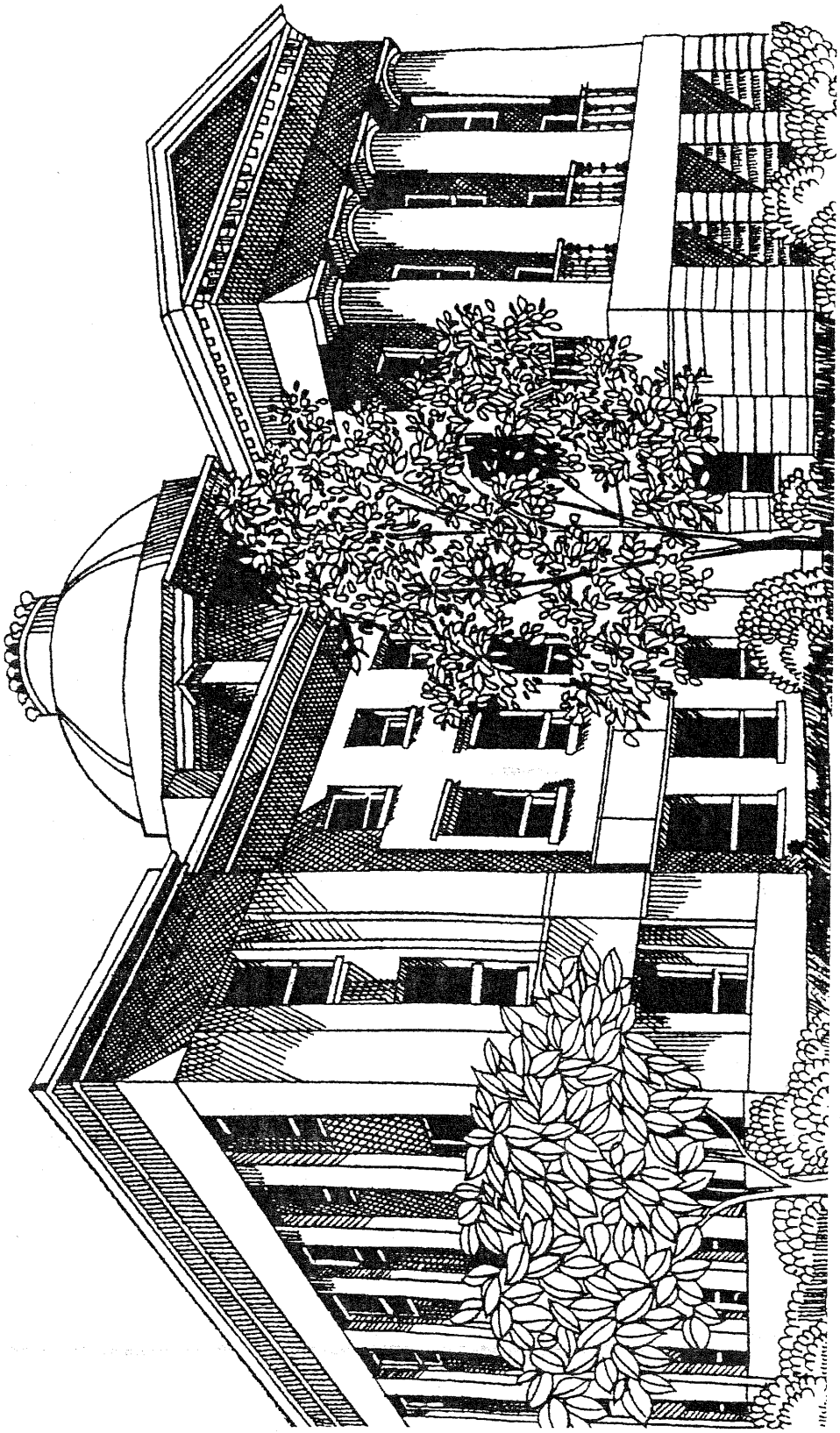
State Government – Map of the State of North Carolina



Name _____

State Government – The North Carolina Capitol in Raleigh

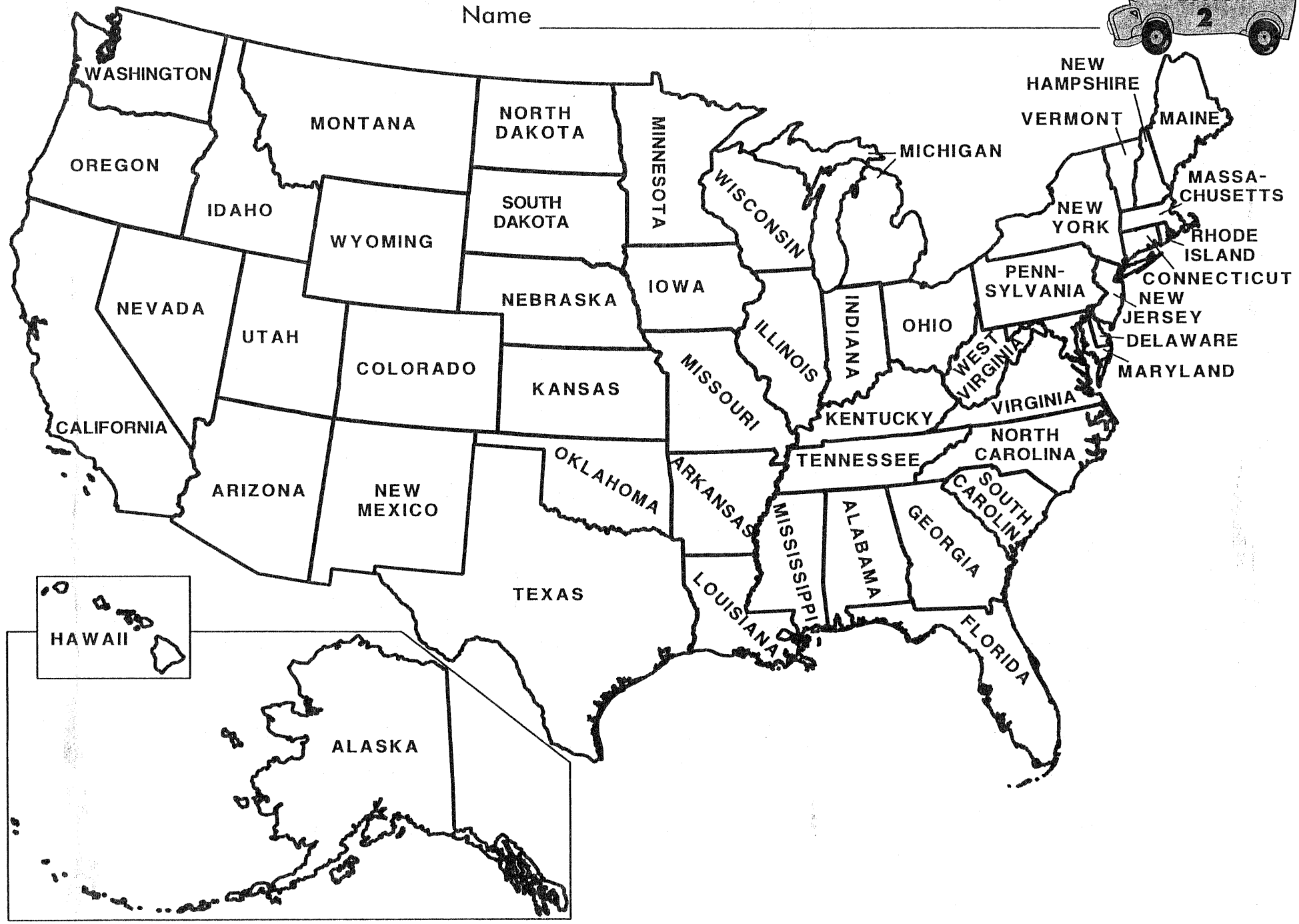
Lesson 2



National Government – Map of the United States of America

Lesson 2

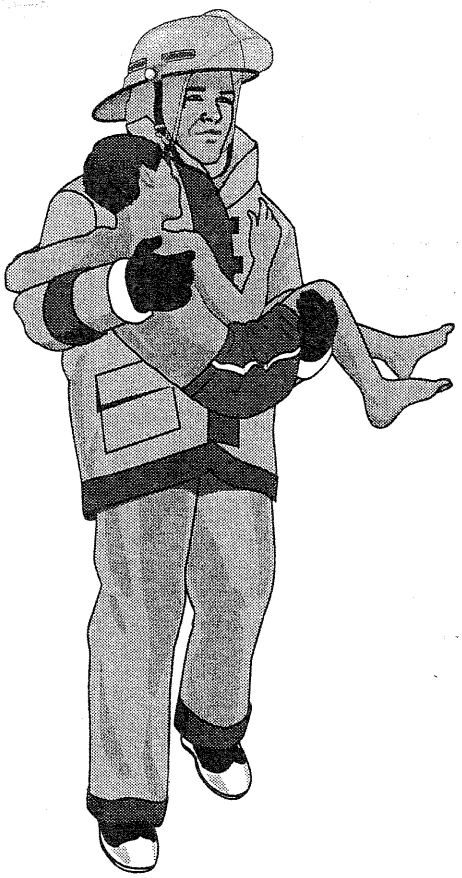
Name _____

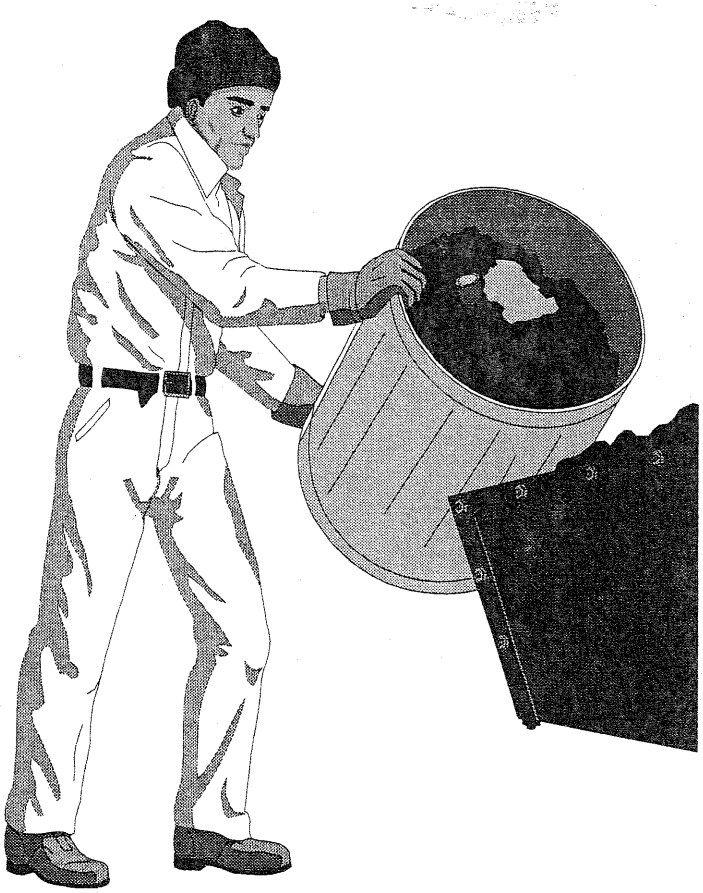


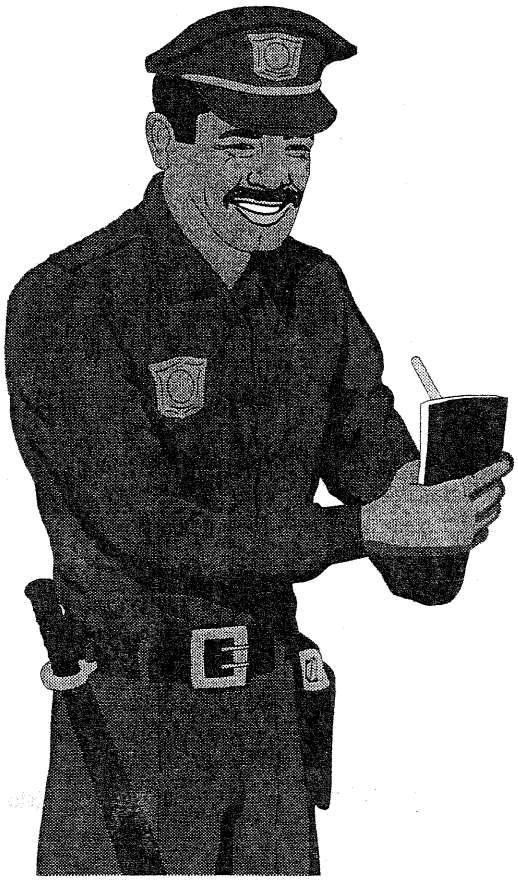
Service providers cards — city government

#1 of 6 sheets (clockwise from top right — sanitation worker, parks & recreation referee, police officer, firefighter)

For Lesson 3

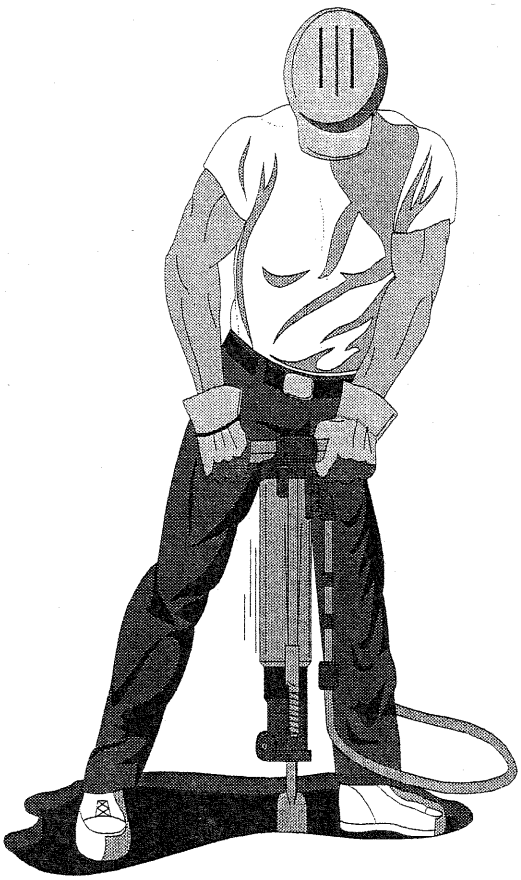


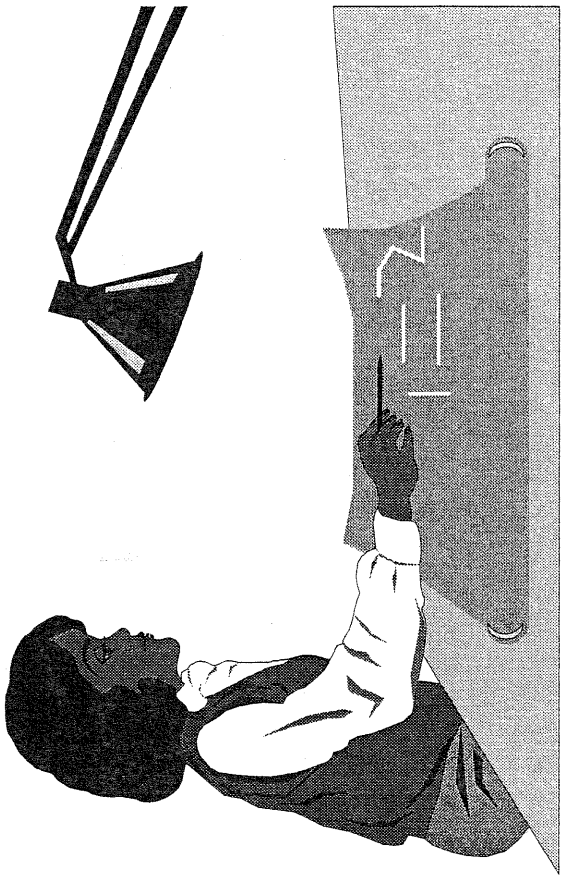


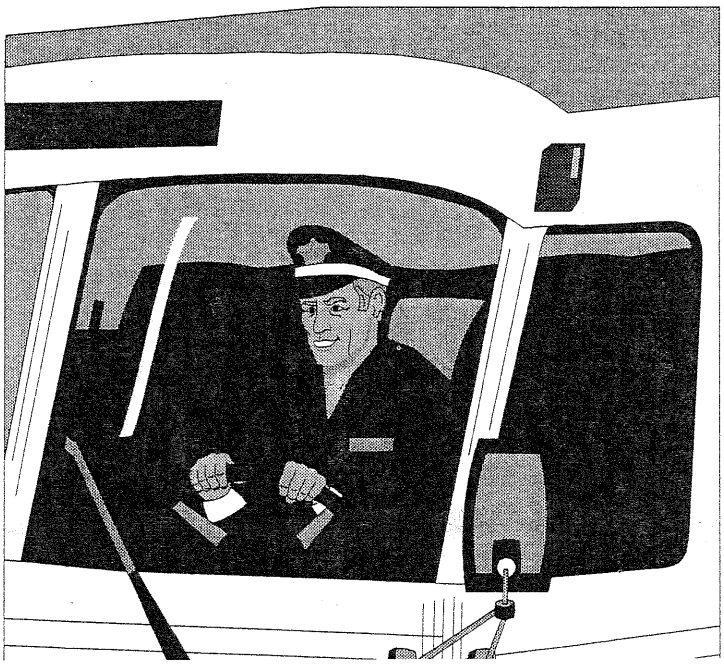


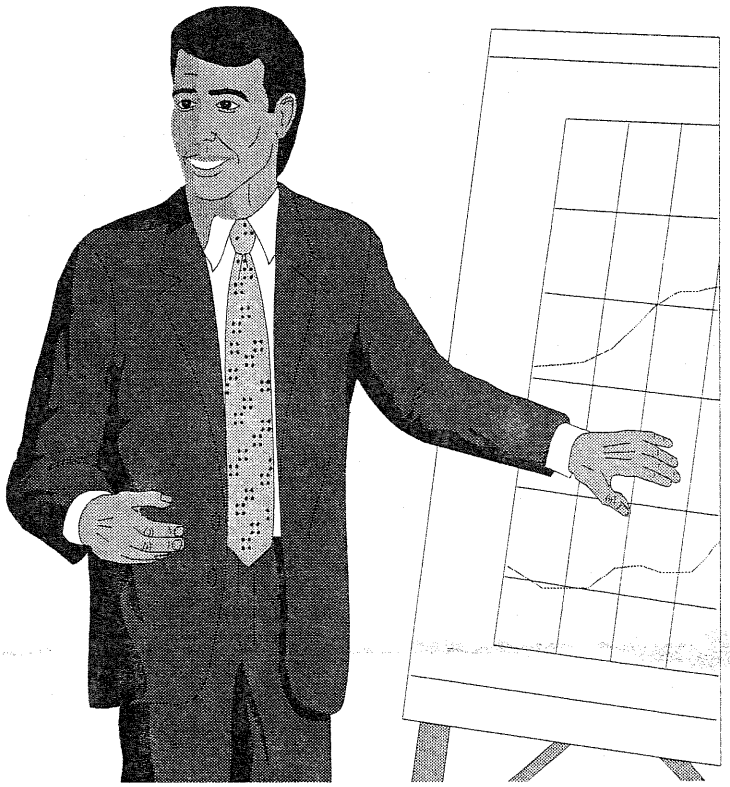
service providers cards — city government

#2 of 6 sheets (clockwise from top right — planner, manager, bus driver, street maintenance worker)





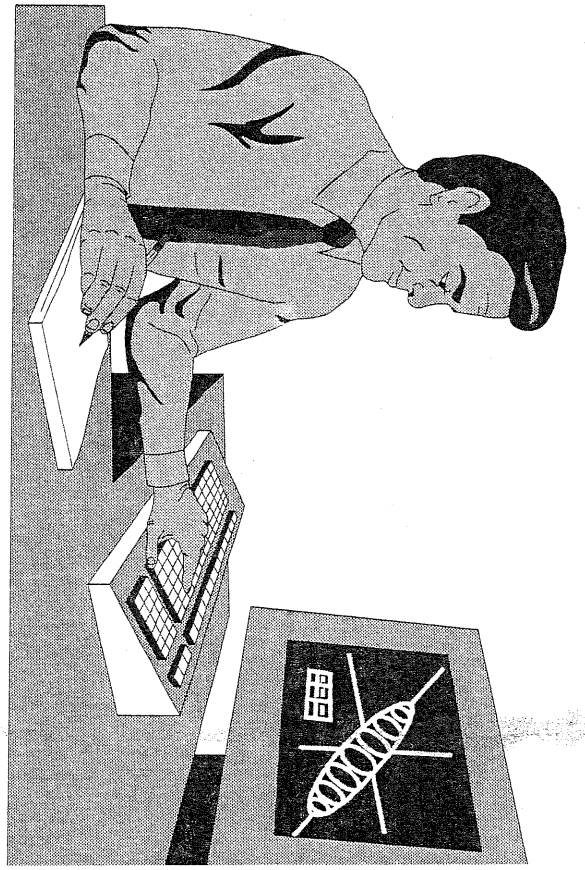


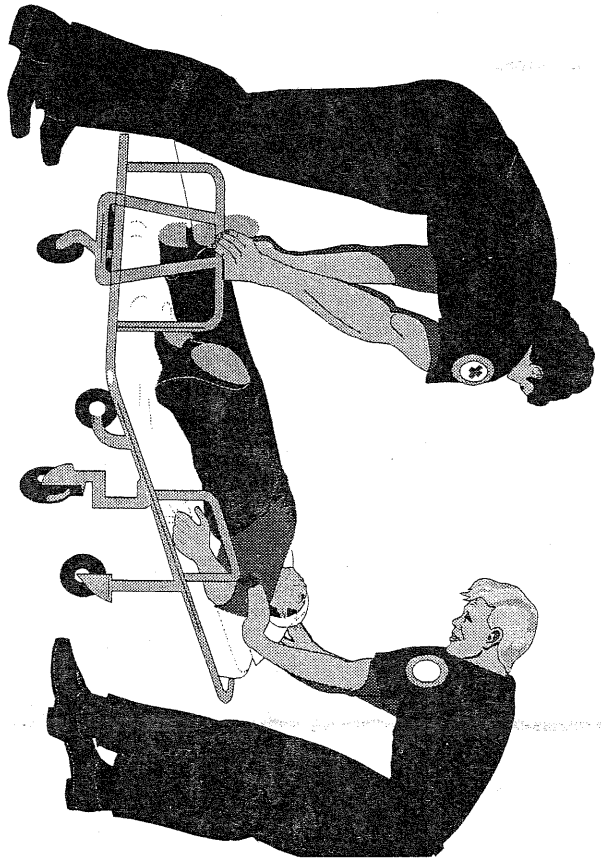


service providers cards — county government

#3 of 6 sheets (clockwise from top right — librarian, EMS personnel, engineer, health department lab technician)

For Lesson 3

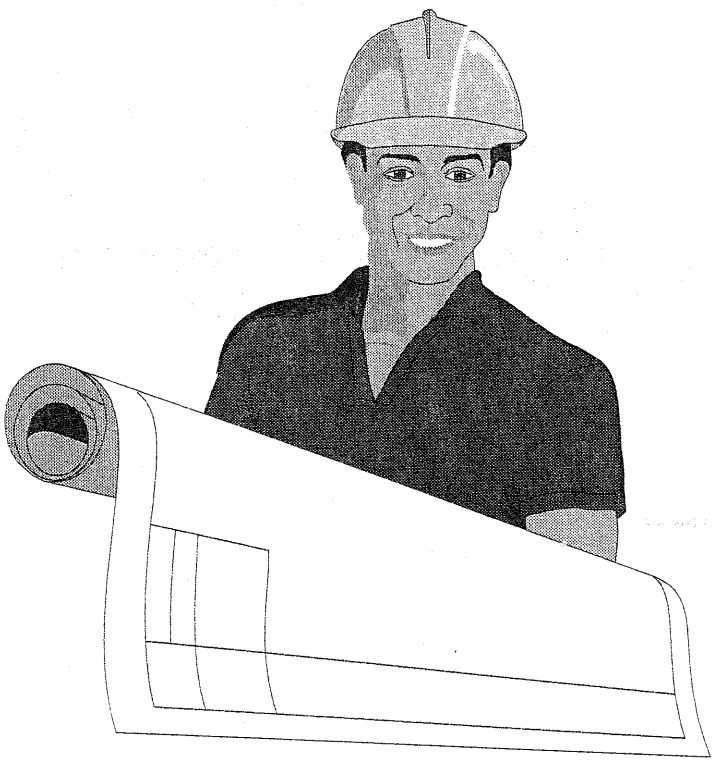


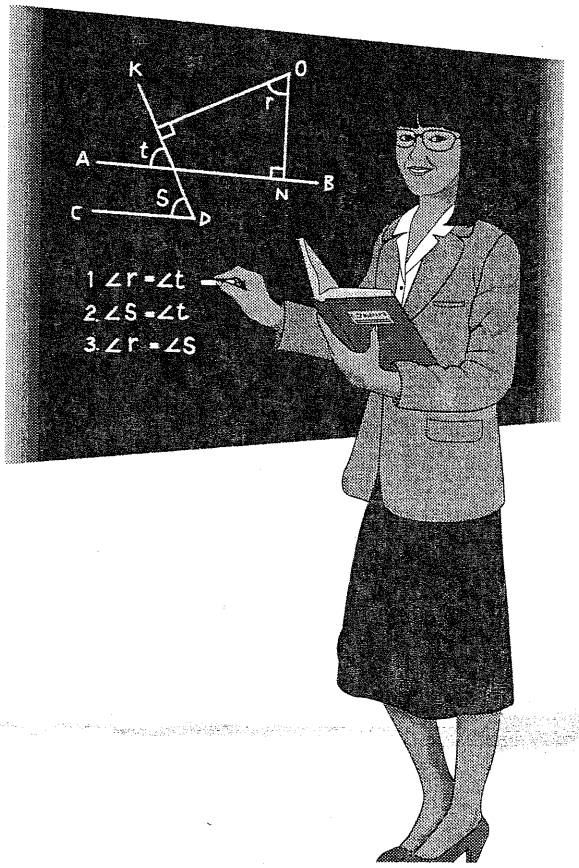


service providers cards — county government

#4 of 6 sheets (clockwise from top right — public health nurse, sheriff, teacher, building inspector)

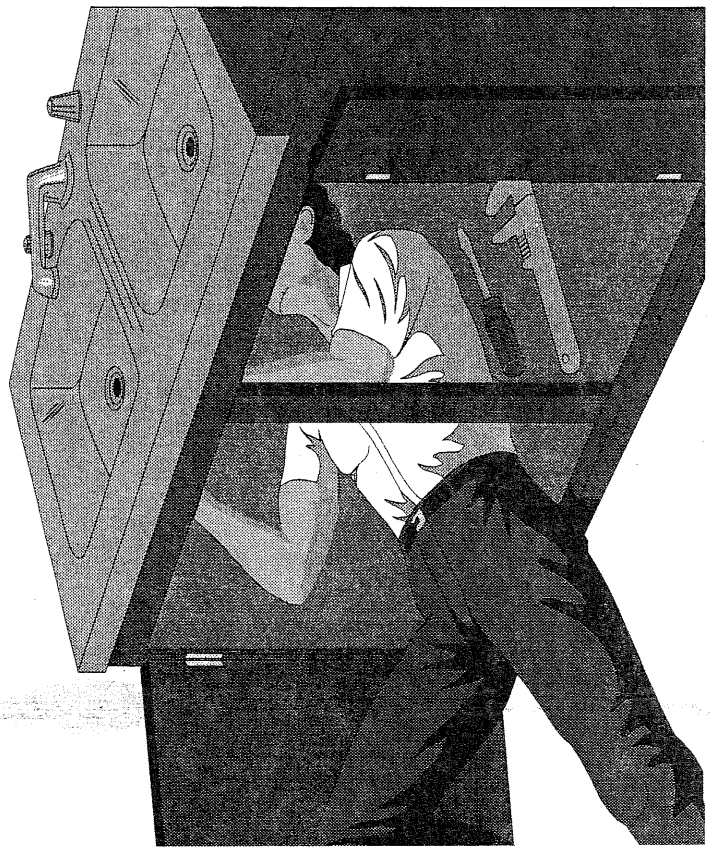
For Lesson 3





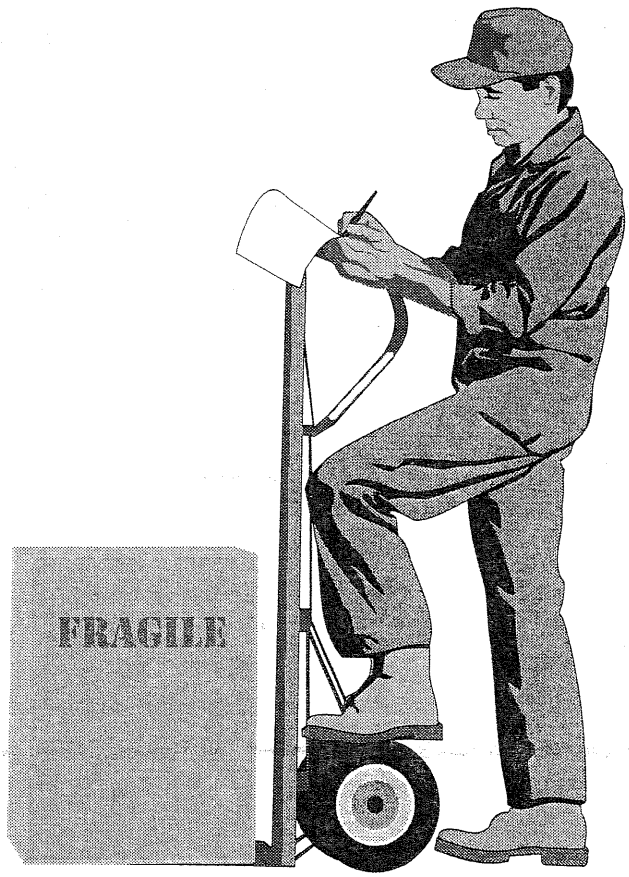
service providers cards — non-government

#5 of 6 sheets (clockwise from top right — veterinarian, plumber, fast food clerk, service technician)

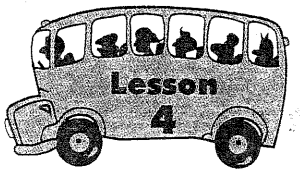


service providers cards — non-government

#6 of 6 sheets (clockwise from top right — rancher, taxi driver, delivery person, television reporter)



At Your Service



Name _____

Local governments help people in the community every day. For each situation below, decide what government service the citizen needs.

1. A woman wants to report that people are driving too fast on her street.

_____

2. A family's just moved into a new home and they have a lot of packing boxes cluttering up the house.

_____

3. A man wants to add on to his house.

_____

4. A girl is interested in finding a baseball league for children.

_____

5. A teacher would like her class to learn more about fire safety.

_____

6. A man runs his car into a huge pothole on his way to work.

_____

7. A home builder needs to connect a house to the water system.

_____

8. A woman wants to apply for food stamps.

_____

9. A woman wants to report a bear in her backyard.

_____

10. A man needs to know what vegetables would grow well in his garden.

_____

11. A baby needs to get a vaccine to protect her from mumps and measles.

_____

12. A boy needs to find a reference book for a school report on spiders.

_____

13. A doctor wants to build a new office near a busy neighborhood.

_____

local government services cards

#1 of 6 sheets

fire

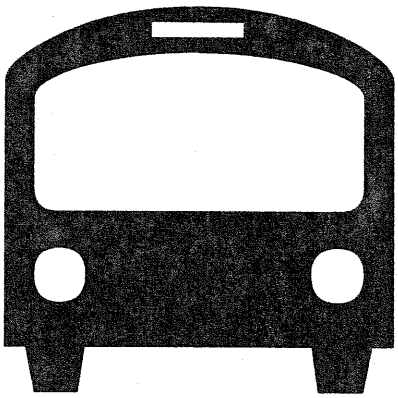
law enforcement

public utilities

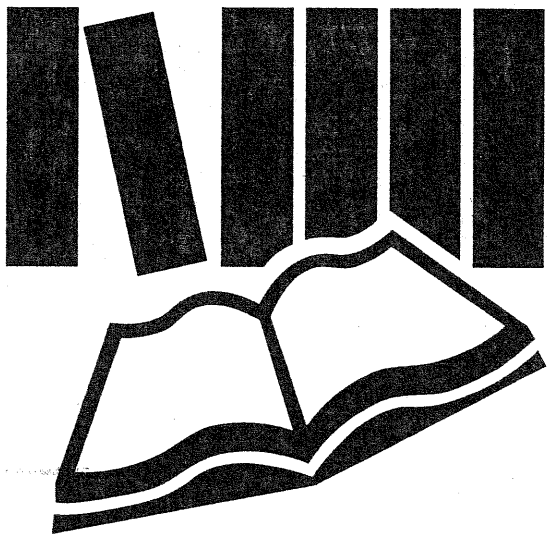
public health

local government services cards

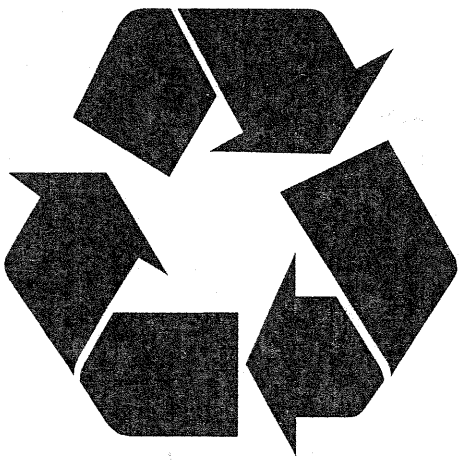
#2 of 6 sheets



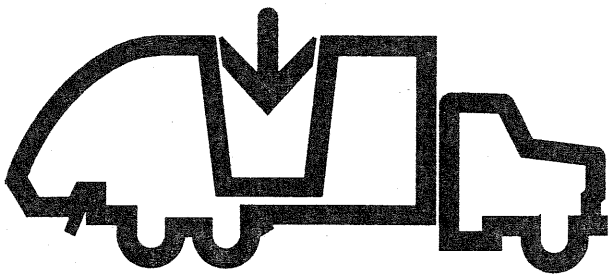
transit



libraries



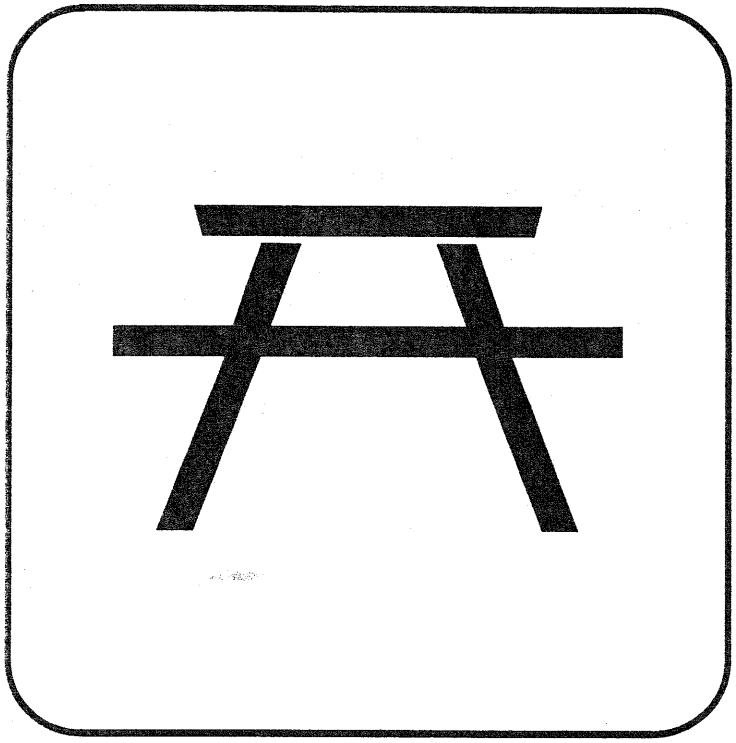
recycling



sanitation

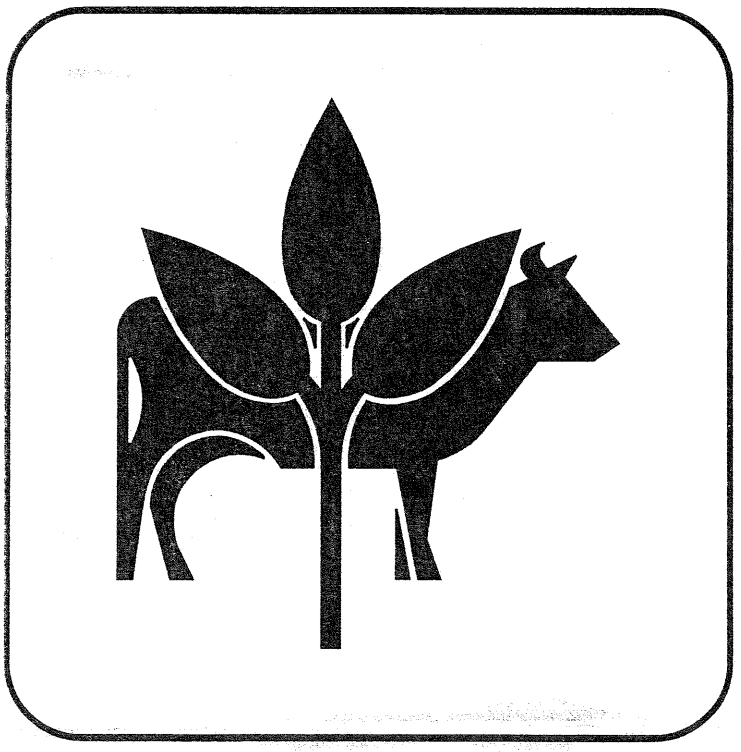
local government services cards

#3 of 6 sheets



parks

animal control

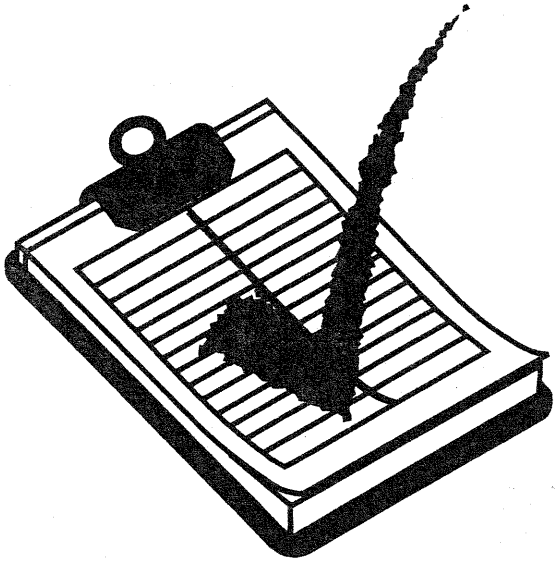


agricultural extension

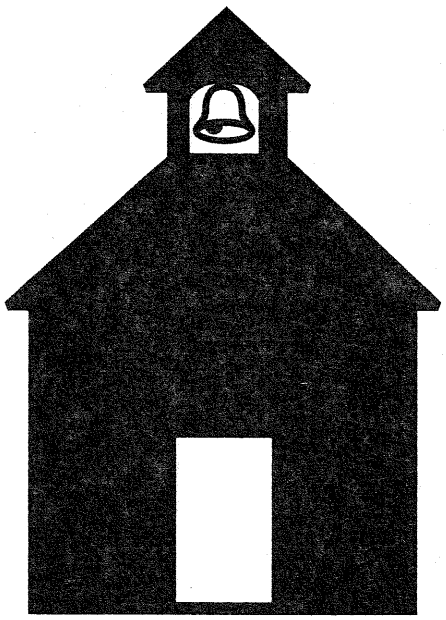
public works

local government services cards

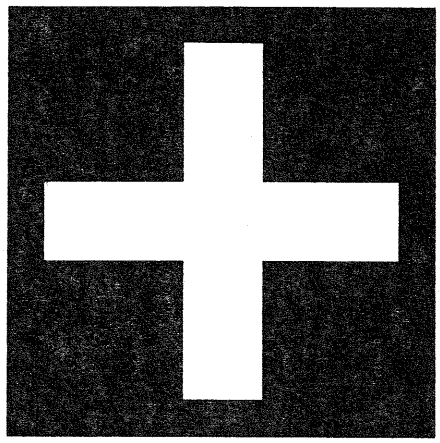
#4 of 6 sheets



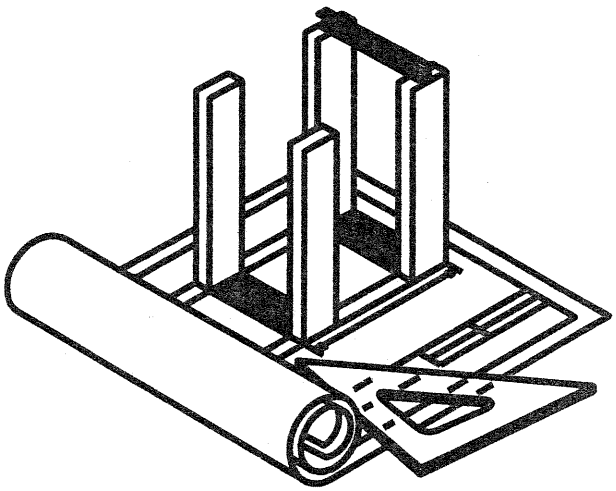
permits & inspections



schools



emergency medical service



planning & zoning

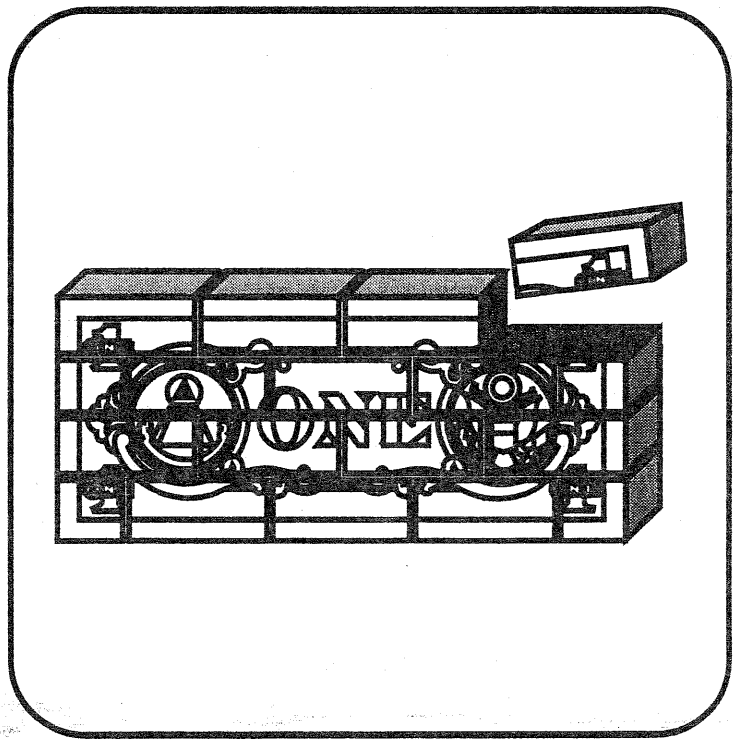
local government services cards

#5 of 6 sheets

recreation

public housing

social services

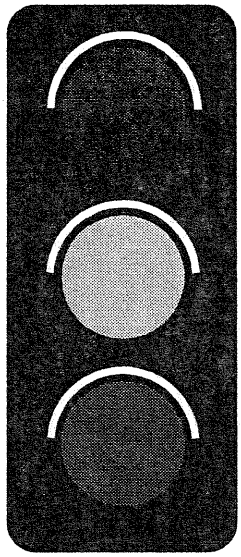


economic development

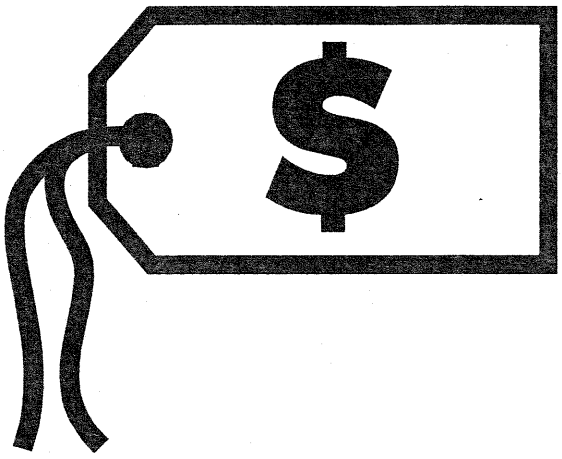
local government services cards

#6 of 6 sheets

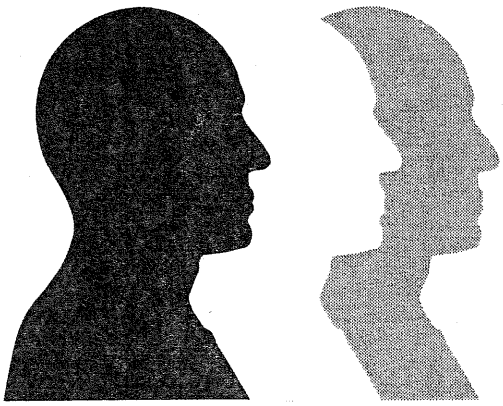
For Lessons 4&14



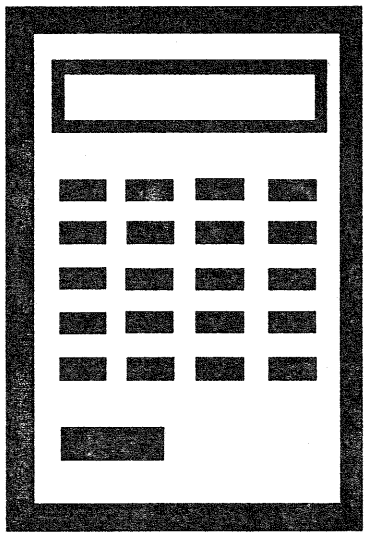
traffic



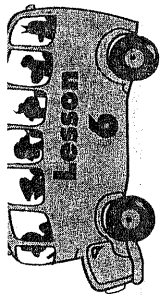
taxes



human relations



budget/finance



Emergency Phone List

Police _____

Sheriff _____

Fire _____

Ambulance/
Rescue Squad _____

Animal Control _____

Emergency Phone List

Police _____

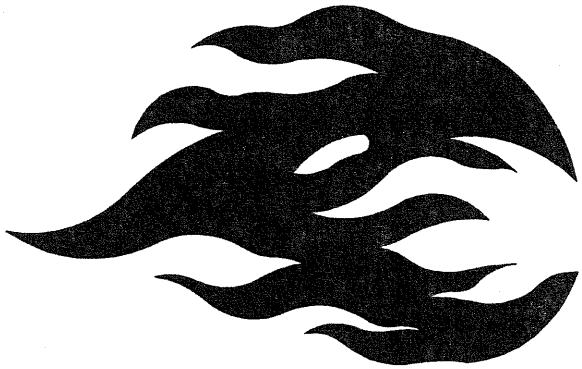
Sheriff _____

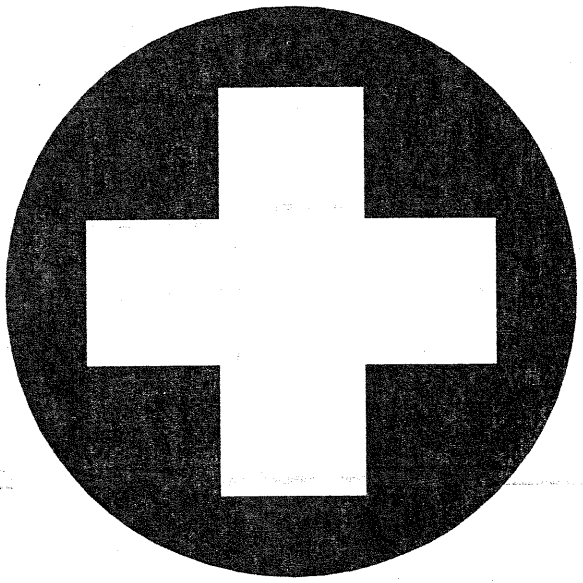
Fire _____

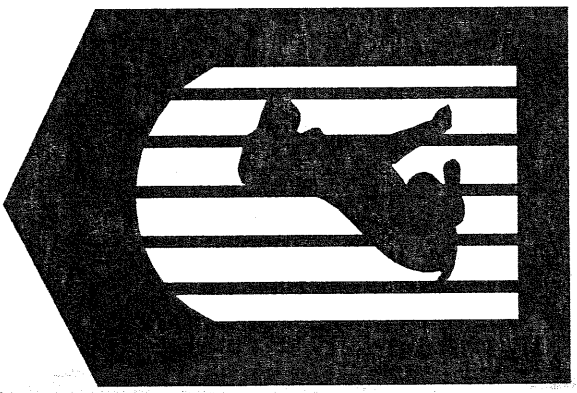
Ambulance/
Rescue Squad _____

Animal Control _____

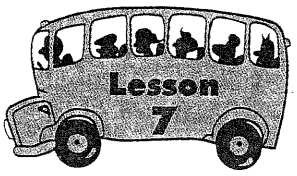
Emergency Services Symbols Cards







On the Job with County Officials

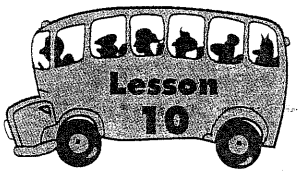


Name _____

Elected officials in your county are responsible for handling many day-to-day activities and make decisions that affect the citizens of your county. Draw a line from each situation listed to the official(s) you would need to contact.

You would like more money for your school library.	county commissioners
You need a marriage license.	school board members
You are a farmer and you have discovered that your tractor has been stolen.	sheriff
You would like more money to be spent on parks in your neighborhood.	register of deeds
You need a copy of a baby's birth certificate.	

Manager for a Day



Name _____

City and county managers handle many different types of situations every day. For each item below, decide what you would do if you were the manager. Below is an example.

Example: Your fire chief brings you a letter telling you he is going to retire and move to the beach at the end of three months. Ask the personnel staff to place an ad on your own bulletin boards and in the newspapers that you are looking for a new fire chief and asking people to apply for the job. Begin planning how you will interview the applicants to decide on the best person for the job.

1. One of the city's two garbage trucks has broken down. Your sanitation supervisor has learned it will take two days to get the replacement part and another day to have the truck repaired. He wants to know what to do while he's waiting to have the truck fixed.

2. A citizen calls to ask you about the delay in paving a gravel street that was scheduled to be paved last week. You know the reason for the delay is the sudden blast of wintery weather that's made it too cold to pave right now.

3. The mayor stops by to talk about planning a special holiday celebration. She wants to plant an extra tall pine tree in the park now so that the city can hold a community tree lighting ceremony next December.

4. Your parks and recreation staff informs you that a heavy branch fell and tore a hole in the roof of the old picnic shelter at the park. The picnic shelter is safe to use but will not protect citizens from the hot sun or the rain until it's fixed.

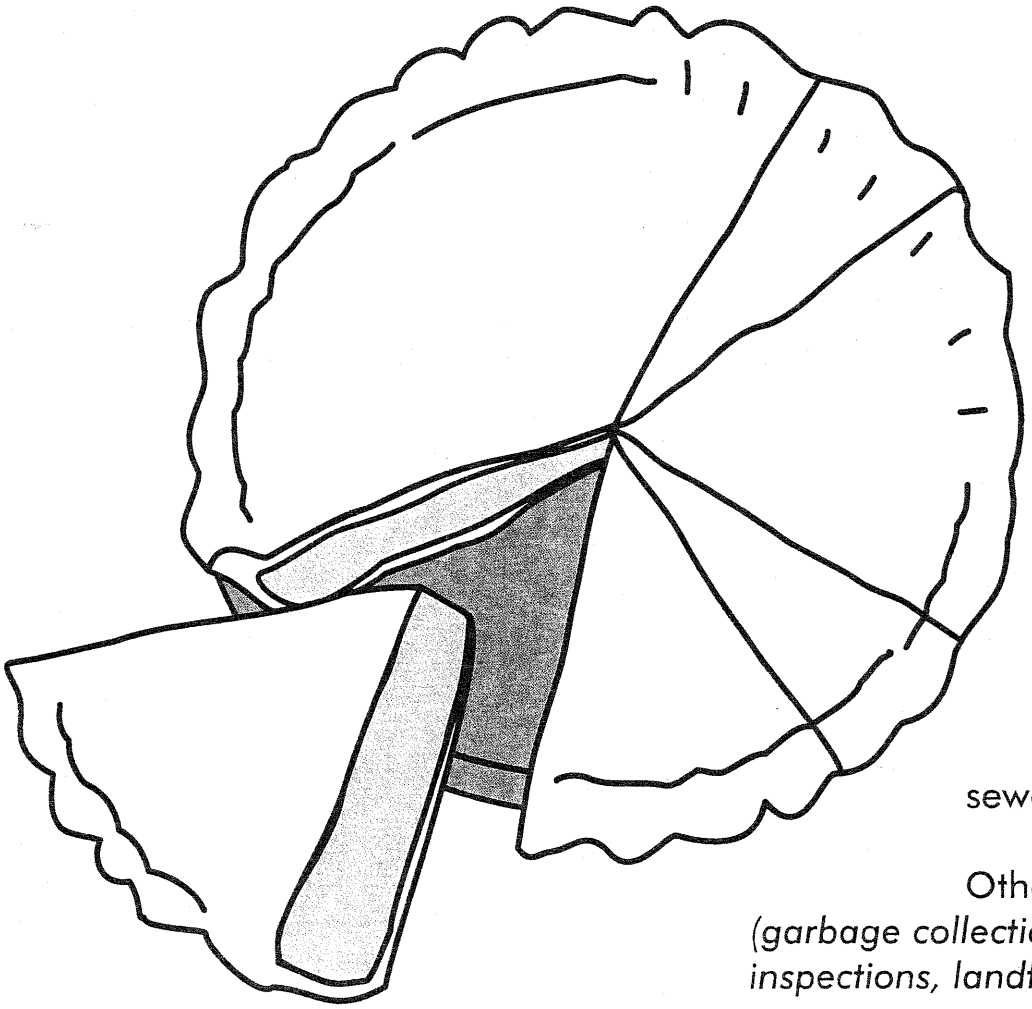
5. A very angry citizen calls to speak to you about his monthly water and wastewater bill, which says he owes the city $3 million! You suspect the problem is the new computer which has only been in use for a week.

City Revenue Pie Chart – Where Does the Money Come From?

Lesson 12

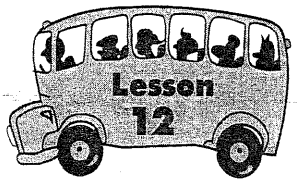
Name _____

The pie chart below shows six slices that add up to the total revenue for an imaginary city. Use the list of revenues and percentages at the bottom of the page to label each slice with the revenue it represents.



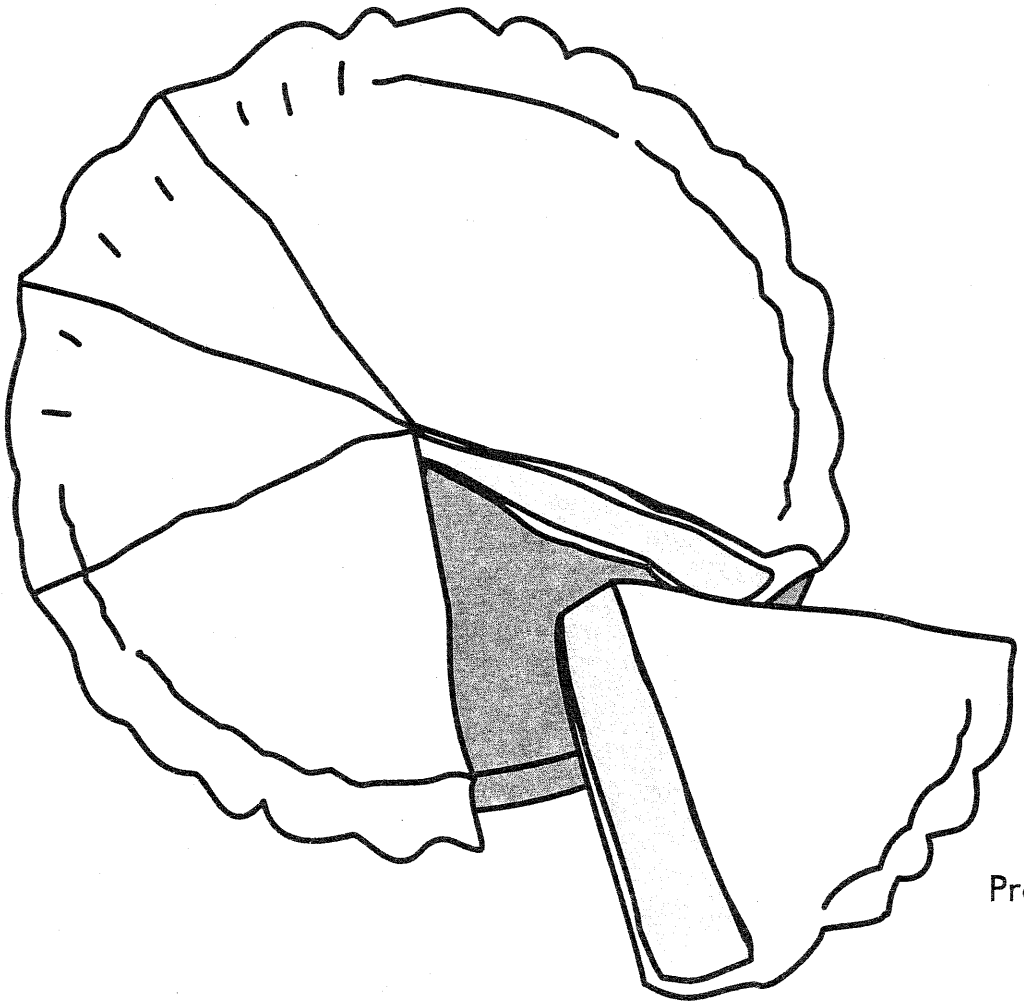
Water and sewer user fees	39%
Other user fees *(garbage collection, building inspections, landfill use, etc.)*	7%
Property taxes	18%
Sales taxes	7%
Federal and state government payments	13%
Miscellaneous *(interest earned, sale of property, money borrowed)*	16%

County Revenue Pie Chart – Where Does the Money Come From?



Name _____

The pie chart below shows six slices that add up to the total revenue for an imaginary county. Use the list of revenues and percentages at the bottom of the page to label each slice with the revenue it represents.



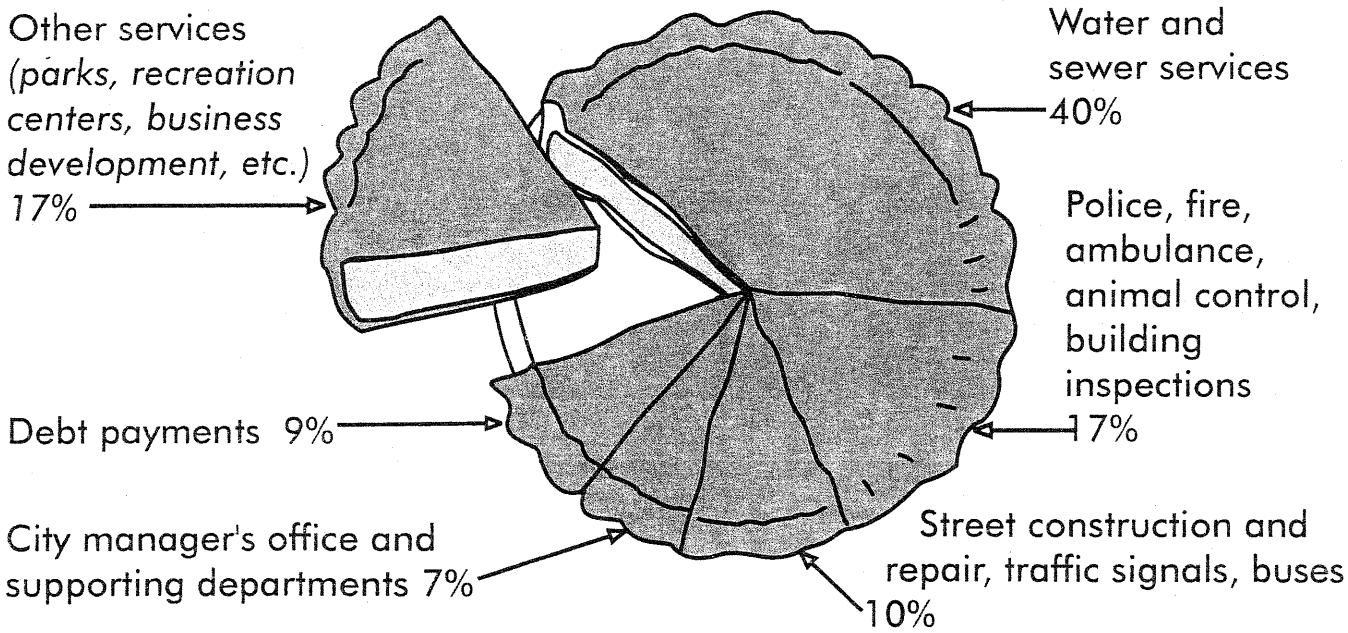
Property taxes	41%
Sales tax	17%
Federal and state government payments	21%
Licenses and permits, interest earned, sale of property, money borrowed	12%
User fees *(landfill charges, ambulance charges, patient fees)*	9%

City Expenditure Pie Chart – How Is the Money Spent?

Lesson 13

Name _____

The pie chart below shows six slices that add up to the total expenditures for an imaginary city. On the lines at the bottom of the page, write a sentence about each expenditure based on the information from the graph.



_____

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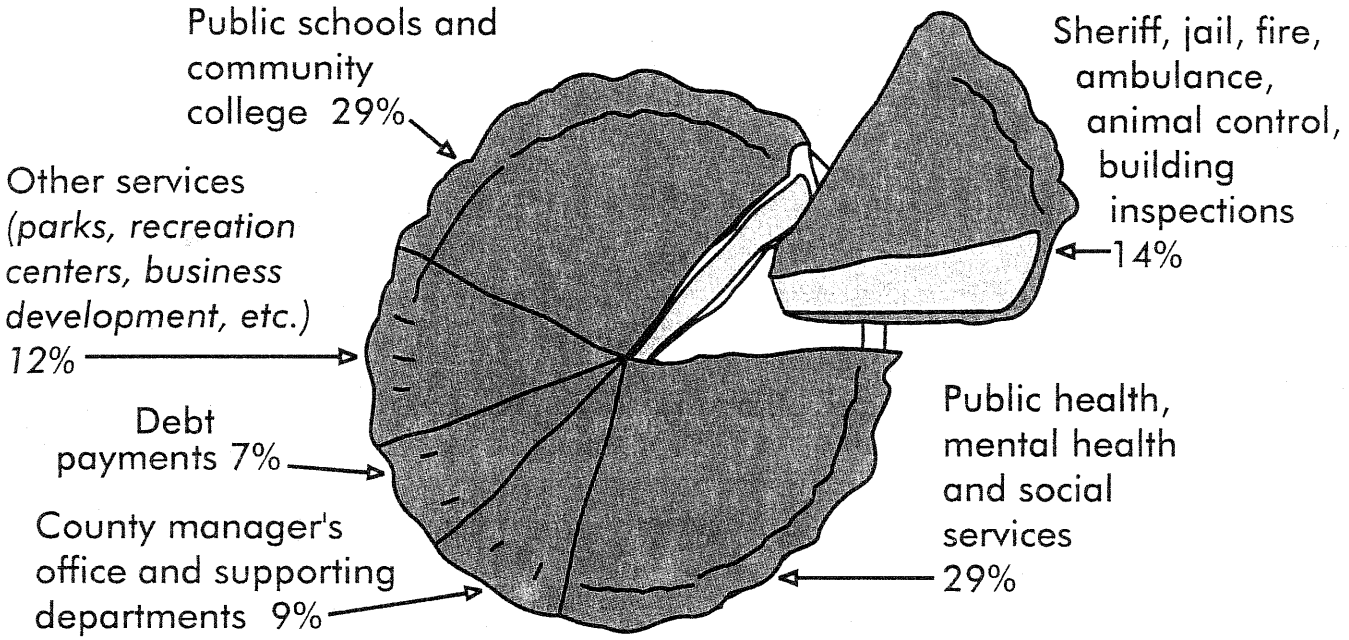
_____

County Expenditure Pie Chart – How Is the Money Spent?

Lesson 13

Name _____

The pie chart below shows six slices that add up to the total expenditures for an imaginary county. On the lines at the bottom of the page, write a sentence about each expenditure based on the information from the graph.



_____

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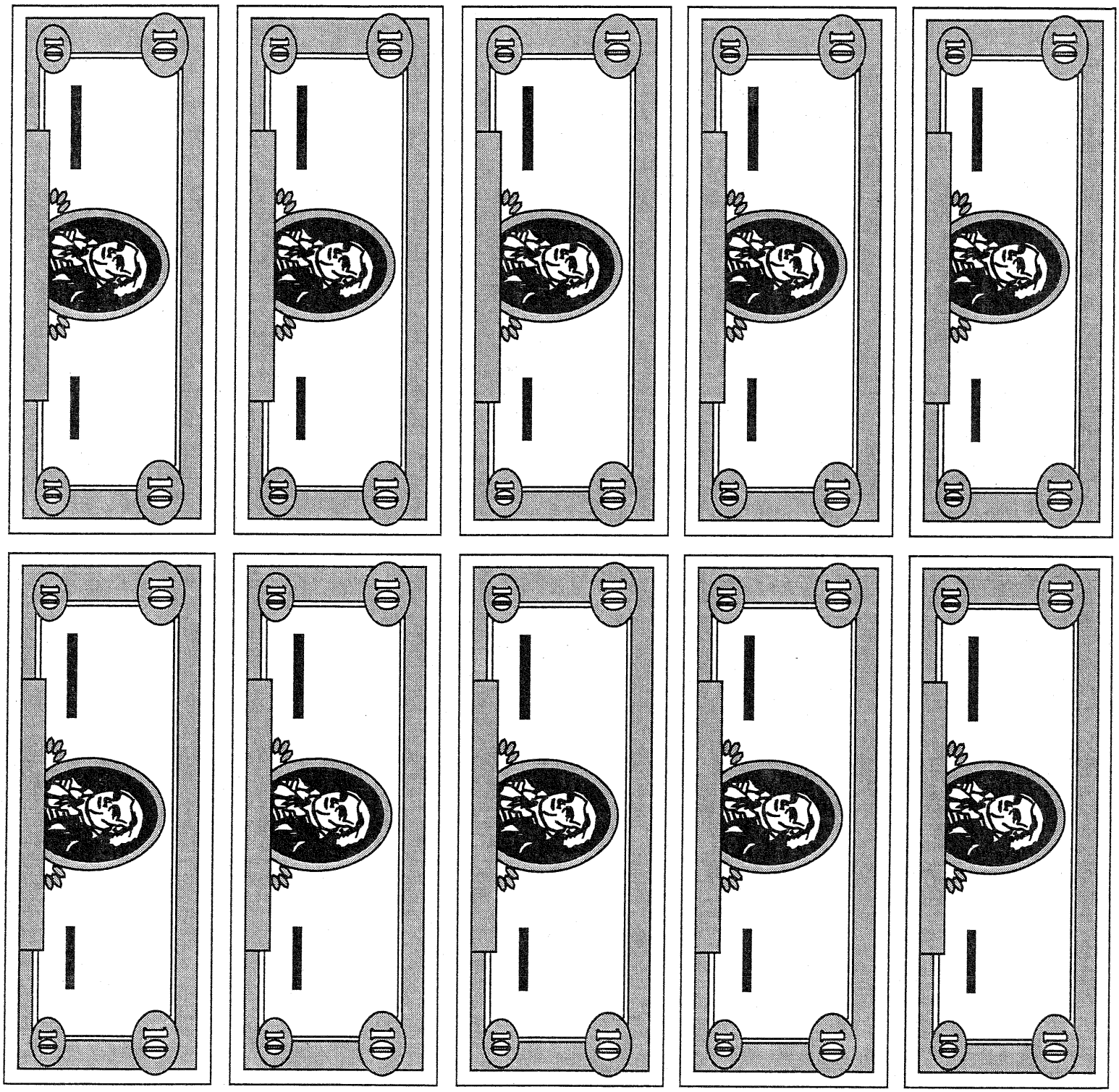
_____

_____

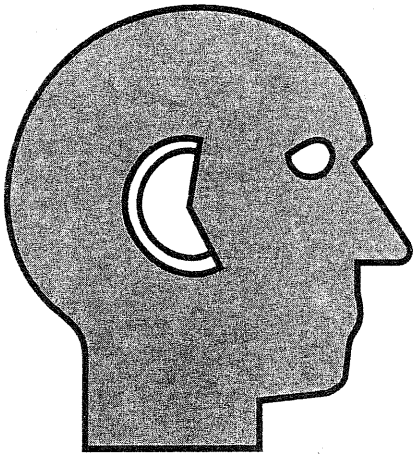
_____

play money for preparing a budget

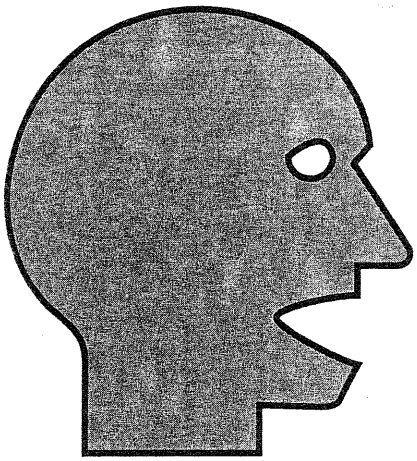
$100 per sheet / make 10 sheets for each group of students



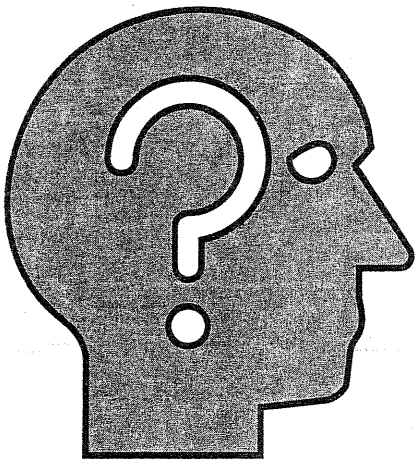
For Lesson 15



Listen

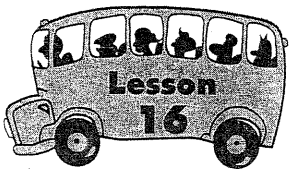


Discuss



Decide

Volunteer Response Form



Name _____

What volunteer work did you do?

_____

_____

Describe how this volunteer work made you feel.

_____

_____

_____

_____

In what ways did this volunteer work help the community?

_____

_____

_____

_____

Would you do it again?

_____

Carolyn H. Carter
Adjunct Professor NCSU chc7010@aol.com 919-602-6501

Memo to: Drew Cummings, Assistant County Manager, Durham County,NC
Paul Bonnici, Project Director, Civic Education Consortium, UNC
Bobby Williams, Management Assistant, Town of Huntersville, NC
Tim Holloman, Town Manager, Topsail Beach, NC

From: Carolyn H. Carter , Adjunct Professor, NCSU /Retired Assistant City Manager, City of Raleigh, NC

Date: February 21, 2013

Subject: Civic Education Project / Elementary Curriculum

I am sending along to you all copies of the Civic Education Project "Local Government in NC" Lesson Plans for Elementary Curriculum. This package was produced in 1997.

The lesson plans were developed by two elementary school teachers in the Wake County Public School System, Margaret Henderson and Laura Mills Clougherty. The graphics were done by Tara Humphries with the NCLM.

One of the ways we "marketed" this was that this was not an additional information to be taught but provided "ready to go" materials to teach units on government and community helpers. One of the great things about these materials, in addition to having been expertly done, is that it was designed so it fit right in a file cabinet and could be easily accessed and found by teachers.

We worked on this with the NC Department of Public Instruction and had their cooperation at the time.

Information on the distribution packet (which was really beautifully done by Tara) says that : "Lesson plans and activities may be reproduced by teachers and by local government staff and officials for educational purposes only. Materials may not be reproduced for sale to others. All other rights reserved." ISBN 0-9655694-0-3

I would dearly love to see these materials used. I'll be happy to provide whatever other background I can to whomever might want it.

CIVIC EDUCATION PROGRAMS

1. **Winston-Salem University**
    a. Ed McNeal (Marketing & Communications) (336) 747-7361
2. **Concord 101**
    a. Peter Franzese - Public Affairs and Projects Manager (franzese@concordnc.gov)
3. **Greensboro Government Works: A City Academy**
    a. Donna Gray (336) 373-4586 donna.gray@greensboro-nc.gov
4. **Raleigh Citizens Leadership Academy AND Neighborhood College**
    a. Stacey Lundy - Community Services Department (stacey.lundy@raleighnc.gov) 919-996-5711 (Office)
    b. http://www.raleighnc.gov/neighbors/content/CommServices/Articles/NeighborhoodCollege.html
5. **Cary's School of Government**
    a. Lana Hygh lana.hygh@townofcary.org (919) 469-4006
6. **Pitt County Citizens Academy**
    a. Janis Gallagher (County Attorney) and Nancy Wilson (paralegal) Nancy.wilson@pittcountync.gov
    b. Didn't do one this year because interest is dying out and budget is not really there either (meals included). 6-8 week weekly program. Considering moving to a Saturday or something. Fall is the most popular.
7. **Hickory Neighborhood College**
    a. Neighborhood College (started by Mandy Pitts, but handed off to Dana Kaminski last year) overview of all city services.
    b. Dana Kaminski (Communications Specialist) dkaminske@hickorync.gov 828-261-2289
8. **Chatham County Citizen's College**
    a. Renee Paschal renee.paschal@chathamnc.org (919) 545-8300
9. **Newton 101**
    a. Gary Herman (gherman@newtonnc.gov) Public Information Officer
    b. http://www.newtonnc.gov/rotating_stories_detail_T65_R333.php
10. **Aberdeen City Academy Program**
    a. Regina Rosy - HR Director/Town Clerk rrosy@townofaberdeen.net 910-944-4515
    b. http://aberdeen.municipalcms.com/files/Citizens_Academy_Program_Application_09-19-2012_104623.pdf
11. **Lenoir 101**
    a. Kara English

How to Start a Citizen's Academy

1. Class size
2. Application process
    a. Application template
    b. Selective or first-come first-serve?
3. Schedule/timing
    a. Include Dinner?
    b. How many sessions
4. Advertising
5. Cost
6. Content
    a. City and County partner to deliver? Or offer separately?
    b. Agenda/Topics to be Covered
        i. Introduction/The Big Picture (Managers Office and Governing Body)
            1. Quiz
            2. History
            3. Council-Manager Form
                a. Council Duties
                b. Manager Duties
            4. City vs County Services
        ii. Where the Money Comes from and Where the Money Goes (Finance and Purchasing)
        iii. Planning and Zoning
        iv. Parks and Recreation
        v. Public Safety (Police, Fire, Emergency Services)
            1. Opportunity for hands-on?
        vi. Public Works
            1. Opportunity for hands-on?
        vii. Graduation Ceremony
            1. Take pictures
    c. Template Presentations
7. Follow Up afterwards/keep communication open → link graduates to board positions, etc.