



GUIDE FOR CLASS VISIT ELECTED OR GOVERNMENT OFFICIAL

Presented by: MY LOGO (Missouri Youth Engaged in Local Government)

Class Topic: How to Solve Specific Community Problem

School: _____

Date of Visit: _____ Time of Visit: _____

Teacher: _____

Grade: _____ # of Students: _____

Class's chosen Problem or Issue: _____

General Overview: Your MY LOGO class is most likely working on a local government project where they have identified a public policy problem facing their local community. Their task is to research the problem and then find out or do the following:

1. Which level(s) of government can help solve their problem?
2. What government agencies are involved
3. Students then are asked to write an action plan outlining ways to solve the problem.

CLASS GUIDELINES FOR GUEST SPEAKER(S): Your role as a guest speaker is to help students/class figure out what you do, what local government does, and what agency can best help them solve their problem. **Here are some suggestions:**

Step 1: Briefly introduce yourself to the students; explain your title, what you do, and what type of background/education you had to have to perform your specific job.

Step 2: Secondly, you might want to discuss with students the services local government provides for its citizens (police, fire, make laws, etc.) or various local government roles such as (building, caring, educating, entertaining, protecting, and/or supporting your community)

Step 3: Next, you might also want to ask the students to give examples of things government expects of its citizens. (Some answers might be: pay taxes, obey laws (keep yards clean, drive safely, wear seat belts), stay informed about issues, and vote).

Step 4: Now, ask students to give you a brief overview of what their proposed project is and how you might be able to help them. (Answers will vary) **Note:** Many times students want to move traffic lights from one site to another or simply put in traffic light when there is none. Other issues include: finding out how to build a Skate Park, improve recycling, ban smoking, and get government/homes to "go green." Sometimes students want to stop people from speeding in their neighborhoods or simply reduce underage drinking.

Step 5: As students identify their community problem, explore with students how they can begin to figure out which government official to contact. For example, how do communities and/or municipalities decide where to put traffic lights? Is it easier to make this decision before or after a subdivision is planned? Why are some roads under the direction of the County and some under the direction of a specific city or state? Who makes this determination? How do citizens know what level of government is in charge of their roads?

Step 6: After students know whom to call or what department to research, help them figure out what to do next.

- Whom would they contact?
- How would they proceed, etc?
- How much would it cost?
- What kinds of studies are needed?
- Are there public hearings that have to be held? Why or why not?
- How long does it take to make a change like this?
- Does a law need to be written?

Step 7: Thank the class and see if they have additional questions.

For More Information: Contact Sandy Diamond, MY LOGO Project Director at sdiamond@umsl.edu or 314-516-6823

MY LOGO---Originally developed by University of MO-St. Louis faculty in cooperation with the St. Louis Area City Managers Association (SLACMA), **My LOGO** is an exciting critical thinking initiative for Missouri students and is a Joint Project of the Citizenship Education Clearing House (CECH) at University of MO-St. Louis College of Education & University of MO-Extension in partnership with the Center for Character & Citizenship. MY LOGO also works collaboratively with the Missouri Municipal League, Missouri Association of City/County Management Association, Missouri Bar, and Missouri Association of Counties to promote local government awareness among Missouri citizens.

CECH---A pioneer in civic education, the Citizenship Education Clearing House (CECH-pronounced "check") has been conducting programs in citizenship education since the late 1960s, when Teresa M. Fischer and a small group of associates launched CECH as an independent non-profit corporation. In 1993, CECH came under the UM-St. Louis umbrella as part of the School (now College) of Education. A measure of the University's strong commitment to the mission of CECH is that one of the institution's first four endowed professorships funded a position in citizenship education. From the beginning, CECH programs have sought to integrate participatory citizenship education into the curricula of middle and high schools and to facilitate the development and implementation of student-initiated action projects.

