

Government-in-Action Program Description

Government-in-Action is a program sponsored by the Public Affairs Committee (PAC) of the Vancouver, WA chapter 1139 of the NAACP. Its purpose is to introduce emerging adults to local efforts and political careers in the government sector.

With the expectation that the program will evolve over time, the initial offering will begin in the 2022 Fall semester. The following locally elected officials have each generously agreed to offer a shadowing experience to a local student:

Monica Stonier, Representative to the Washington State legislature
Diana Perez, Vancouver City Council member
Kim Harless, Vancouver City Council member

Working within the preferences and time available to these busy public servants, students will adhere to one of the Shadow and Report Plans or a mutually agreed and PAC-sanctioned alternative (see Shadow and Report Plans). The students' teachers may add additional assignment specifications to these plans as appropriate to their particular classes.

The Vancouver NAACP school liaison and the PAC will work with personnel in area high schools to identify interested students. Identified students will be invited to apply for the program (see Student Application form). PAC members may be needed to assist with arrangements for the selected students to be off-campus for shadowing activities and/or to facilitate teacher considerations of shadowing and reporting as alternative assignments.

For their participation, students will attend a meeting of NAACP chapter 1139 to receive a certificate of completion, a "Black Votes Change Lives" t-shirt, and a one-year free membership to the local NAACP chapter. They will be encouraged to include their experiences on resumés and college and scholarship applications. In some cases, their projects, perhaps expanded, may serve as the basis for graduation requirements such as senior projects.

For more information, website: <https://www.naacpvancouverwa.org/>
click: Political Affairs Committee

e-mail: politicalaffairs@naacpvancouverwa.org

August 22, 2022

Government-in-Action Student Application

Application deadlines: **October 7** for Fall semester

February 1 for Spring semester

Student:

_____ *first name – please print*

_____ *last name – please print*

I am applying to participate in the Government-in-Action program of the Public Affairs Committee (PAC) of local NAACP chapter 1139. I have read and understand the expectations. As part of the application process, I am including a 100-150 word essay explaining my interest in the program, and I realize that I may be interviewed. I will seek consent from my parent/guardian, the teacher with whom I will work, and my school principal. If accepted, I consent to and will complete the activities agreed for my project.

Signature: _____

Date: _____

Parent/Guardian:

_____ *first name – please print*

_____ *last name – please print*

I consent to my child's/student's participation in the Government-in-Action program of the Public Affairs Committee (PAC) of local NAACP chapter 1139. I have read and understand the expectations. If my child/student is accepted, I will support his/her activities for the project.

Signature: _____

Date: _____

My child's/student's name: _____

His/her age: _____

Teacher:

_____ *first name – please print*

_____ *last name – please print*

I consent to participate, with my student, in the Government-in-Action program of the Public Affairs Committee (PAC) of local NAACP chapter 1139. I have read and understand the expectations. If s/he is accepted, I will help determine and support my student's learning and activities for this project.

Signature: _____

Date: _____

Course / Subject: _____

School Principal:

_____ *first name – please print*

_____ *last name – please print*

I consent to this student's and his/her teacher's participation in the Government-in-Action program of the Public Affairs Committee (PAC) of local NAACP chapter 1139. I have read and understand the expectations. If accepted, I will support this student's activities and project.

Signature: _____

Date: _____

School: _____

August 22, 2022

Government-in-Action Shadow Plans

Shadow Plan 1	Shadow Plan 2	Shadow Plan 3
<i>Individual</i>	<i>Pair</i>	<i>Team of 3</i>
<p>The student will follow the participating government official for a total of 5 hours or more, spread across at least 3 occasions, each at least 1½ hours long.</p> <p>Afterward, the student will prepare 5-8 questions for a conversational interview with the official lasting 20-30 minutes at the end of each observation or lasting 45-60 minutes at the end of all three observations.</p>	<p>Two students will individually shadow two officials as described in Plan 1.</p> <p>Afterward, the students will talk to each other about their experiences, and help each other prepare 5-8 questions for each official. Both students will attend a conversational interview with each official, the shadower asking the prepared questions and the partner taking notes.</p>	<p>Working as a team, three students will shadow three officials in rotation – that is, each student will follow each official at least once, as described in Plan 1.</p> <p>Afterward, the students will prepare 5-8 questions for each official, and the team will engage in a conversational interview with each official lasting 45-60 minutes.</p>

With permission from both their teachers and the officials to be shadowed, students may mix-and-match Shadow Plans and Report Plans (see Report Plans) as follows:

- Shadow Plan 1 may be matched with Report Plans 1, 2, or 3.
- Shadow Plan 2 may be matched with Report Plans 1, 2, or 4.
- Shadow Plan may be matched with Report Plans 1, 2, or 4.

August 22, 2022

Government-in-Action Report Plans

Report Plan 1	Report Plan 2	Report Plan 3	Report Plan 4
<i>Visual Presentation</i>	<i>Written Presentation</i>	<i>Oral Presentation</i>	<i>Panel Presentation</i>
<p>The student/s create a poster including photograph/s <i>or</i> a video of 5-10 minutes to share what they experienced and learned.</p> <p>The poster or video is to be exhibited or shown at an NAACP monthly meeting, at the student's school, and then offered for viewing by the participating government official/s.</p>	<p>An individual or a pair of students prepare a written report of 2-4 double-spaced pages (500-1,000 words) to submit to teacher/s with copies to the PAC and to the official/s shadowed.</p> <p>Student papers will be posted on the local NAACP website. With the consent of those shadowed, student/s are encouraged to submit their papers for publication in school newspapers.</p>	<p>The student/s prepare a 15-20 minute talk to the school/s, sharing what they experienced and learned, including personal impact (e.g., new realizations, career info), followed by a brief question-and-answer period.</p> <p>The oral report is to be presented at an NAACP monthly meeting and at the student/s school/s. The official/s is/are to be invited to attend either presentation.</p>	<p>A pair or team of 3 students prepare a panel presentation, each student taking about 10 minutes to describe what s/he experienced and learned, followed by a brief question-and-answer period.</p> <p>The student panel is to present at an NAACP monthly meeting, inviting their teachers and the public officials shadowed. (Zoom attendance or a videotape can be made available for officials and teachers who cannot attend.)</p>

Teachers may add additional assignment specifications to the Report Plans as appropriate to their classes. For example:

- Senior Project teachers may expand reporting for Report Plans to align to state, district, and school expectations.
- Art teachers, for Report Plan 1, may add additional or more specific criteria for posters or videos.
- English teachers, for Report Plan 2, may require different length limits, style expectations, or specify the type of writing (i.e., expository, descriptive, narrative, persuasive).
- Journalism teachers, for Report Plan 2, may require adherence to the length and style used in school newspapers and/or submission to *The Columbian* newspaper.
- Speech or Debate teachers, for Report Plans 3-4, may adjust length limits, may require formal introductions of guests, and may add audio-visual requirements.
- Civics or US History teachers, for Report Plans 2-4, may require descriptions of the shadowed official's job expectations or his/her stance on a controversial issue.

Government-in-Action

Student Aid & Suggestions

Congratulations on your interest and acceptance into the Government-in-Action program. The NAACP Political Affairs Committee (PAC) wishes you an interesting and rewarding experience. Here are some ideas you may choose to use or adapt. Please let us or your teacher know if you need assistance.

Shadowing

- Arrive on time, introduce yourself, and be polite.
- Take notes about your curiosities or questions you may want to ask later.
- Ask for help when leaving the building, directions to a restroom, etc., as needed.

Conversational Interviewing

You need to prepare questions in advance to help obtain the information of interest to you and your project. If you are unsure what to ask, consider the following, adjusting the wording for relevance to your shadowing experience and your own ways of communicating.

Suggestion: Bring a copy of your questions as a guide during the conversation and a second copy to offer the government official you shadowed.

- What interested you in this position?
How long have you held it?
- Were there things you hoped to accomplish?
How have they worked out?
- Is there a goal or special project you are currently working on?
How is it going?
- Which of your accomplishments are you most pleased about?
Which activities are most challenging or difficult?
- What has been the public reaction to the work you have done?
How have you responded?
- What aspects of your position were unexpected?
What have you learned along the way?
- What advice would you offer to someone interested in your position some day?
What preparation would you recommend?
- *Useful follow-up questions if you need more explanation:*
 - Can you tell me more about that?
 - Can you help me understand that better?
 - Can you give an example?
 - How does that work?