

Skill 21: *Politick Wisely*

Students will be able to (SWBAT):

1. Define the skill *Politick Wisely* and identify why the skill is important.
2. Develop a plan to improve their own proficiency in the skill *Politick Wisely*.

Provided Materials: Skill 21: *Politick Wisely* – Development Plan

Skill Definition: *Politick Wisely* means winning the support of people in power to accomplish a positive change or prevent a negative change.

Warm Up Brainstorm (5-10 minutes): Begin by writing the provided skill definition on the board. Give students a quick overview of this skill. The following list includes the points you may want to make:

- The politics you read in the newspaper about government and elections have the same dynamics as the politics within any institution. For example, just as a politician appeals to his constituents while running for office, a businessman will appeal to a company when making a sales pitch or going into a job interview.
- People like to keep doing what they have been doing, so change is very hard.
- Some people have a lot more power than others do and those with power like to keep it.
- If you want change, you have to get those with power to accept it.

Next, ask the students to identify reasons why employers would like their employees to have good political skills. Some examples include, but are not limited to, the following:

- An employee representing his company must win the support of potential company clients for the company to be hired.
- If the company needs a grant or a loan for a project, employees must politick wisely to get the necessary funding from those in power.
- An employee working in sales must politick wisely with clients to make a profitable sale. A car salesperson is an example.
- If employees recognize a problem in the office, for example that workers don't take lunch breaks and the quality of work declines after lunch, employees can politick to convince people in power to make changes. In this case, the employee might convince the boss to require everyone to take a lunch break.
- When a client is upset with the company, an employee must politick wisely to influence the client and come to a beneficial agreement with the client.

Guided Activity (20-25 minutes): Ask students to identify three different school rules they would like to see changed. These should be school policies the students are familiar with, such as:

- Homeroom attendance
- Eating in class policy
- Gum chewing policy
- Bell schedule
- Sign-out policy
- Tardiness policy
- Homework policies
- Recycling policy
- School dance policies

Divide the class into three groups and assign each group one policy; they must identify what the current policy is and what they would like the new policy to be. Ask each group to list three powerful people who might be in favor of the change and three powerful people who might be against the change. After each group presents its list, ask why these powerful people are important, what power they have and what would happen if the people in power weren't supportive of the change. Emphasize the fact that change will not occur unless the people in power agree that change is beneficial for them.

Choose one of the group's policies as an example and discuss with the class how they could "politick wisely" to gain more support for the policy change, and why being able to do so is an important skill.

Independent Practice (5-10 minutes): Students complete the **Skill 21: *Politick Wisely* – Development Plan**.

Evaluation: Assess the quality of the plans completed by the students and provide feedback using Part Three of this manual; compare to the responses they gave for Skill 21 in their initial **Student Skills Assessment**.

Extension Activity:

- Give students extra credit for bringing in news articles that describe efforts in "politicking wisely." For example, if a politician is trying to get a particular bill passed, an article that describes what the politician is doing could be used.
- Assign students a project to actually work on a policy issue that actually came up in this lesson. They would be required to establish a plan and arrange for meetings with key players in the school community. For example, if they think the "tardiness policy" of the school is too strict, actually have them try to get it changed.

Skill 21: *Politick Wisely* – Development Plan

Name: _____

Date: _____

Directions: Give yourself a rating of 1, 2, 3, or 4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: _____

Evidence:

Where do you want to be in six months and how will you measure your progress?

List academic and non-academic activities to help you achieve your goal in six months, using the back of this page if necessary. Each activity should be a specific academic experience, class, community service project, extra-curricular activity, internship or job. List them in order from the most important to the least important.
