MODULE
3
Legitimation and Implementation

"What's your module?"

-Koyena De (EnACT facilitator 18-19)

Introduction

In module 4, students will begin to explore some of the political aspects of public policy, that is, legitimation and implementation. Thus far, they should have developed an adequate array of facts, statistics, and demographics from many perspectives for their issue; now they begin the task of making their policy into something that really works. This module will also introduce students to the ethics of political lobbying.

Objectives

1. Students will be able to understand the instruments of policy
2. Students will decide on an instrument of policy to use for implementation for their policy.
3. Students will continue to develop their public speaking skills.

Agenda

1. Introduction to Legitimation and Implementation (5 min)
2. Effective Implementation Criteria (25 min)
3. Discussion of Instruments (20 min)
4. In-Line Activity
5. Student Passion Talks
6. Work Time
7. Class Discussion of Lobbying (15 min) (Optional)

Activities

Intro to Legitimation and Implementation (5 min)

Purpose:

Students will recognize legitimation and implementation as critical steps in public policy and how to define and utilize it.

Materials:

N/A

Directions:

This is a vernacular thing. Discuss and define implementation as a broad term and give examples of implementation is the US and elsewhere. Make sure not to define any instruments, but discuss them blindly. Also briefly cover lobbying. The students should have a solid understanding before you move on to instruments and theories.

Discussion:

1. What have you seen in the news or in your everyday life that could be considered implementation?
2. How could you use implementation to get a policy or point across?
3. What are the internal factors and stages of implementation?

Applying Implementation Criteria (10 min)

Purpose:

For students to understand a set of criteria that when met, predicts a successful implementation of a policy. Students will keep these criteria in mind as they continue to formulate their policy.

Materials:

An example policy or a group's policy

Directions:

Facilitators will explain what each step is and apply them to either a group's policy or an example policy.

1. Policy objectives clear and consistent
2. Program based on valid causal theory
3. Implementation process is adequately structured
4. Implementation officials are committed to objectives
5. Interest groups and government bodies (executive and legislative) are supportive
6. There are no detrimental changes in socioeconomic conditions

Discussion:

N/A

Discussion of Instruments (10 min)

Purpose:
To have the students derive the instruments of policy through discussion.

Materials:
A whiteboard
For reference: Regulation, government management, taxing and spending, market mechanisms; education, information, and persuasion (These three are one thing).

Directions:
Start by having students write on the board something the government does, you can give an example, such as: build highways, or tax cigarettes, etc. After they finish writing, explain how each of those things that the government does fits into an instrument of public policy.
Circle things that all demonstrate one instrument of policy and ask students what they have in common. Do this same thing for one or two more instruments if possible.
After it is clear policies fit into instrument groups, introduce the five instruments of policy in a brief lecture. Try not to make it too boring and use examples.

Discussion:
Which instrument do you think is used most/least? Why?
Which instrument do you think is the most effective? Why?

In-Line Activity (20 min)

Purpose:
To solidify student understanding of the instruments of policy.

Materials:
List of example policies
Locations around the room labeled with each instrument of policy

Directions:
Read the students example policies and have them stand near the instrument that they think would be most effective in executing the policy. Then discuss why students chose each method.
Optional: Play devil's advocate. Stand toward an instrument with few people and argue for it.

Problem:
- Underage drivers in Illinois have broken the record for most deaths to to driving while intoxicated.
- Many people are dying from preventable diseases because they can not afford proper healthcare
- The number of gun deaths in the United State is almost 4 per 100,000.
- Roughly 1,700,000 people immigrate to the United States every year, 1,000,000 people are let in legally.
- Disapproval rating for the use of the electoral college in US President elections has skyrocketed since the 2016 presidential election.

Discussion:
Ask students why they classified the policies as they did for each of the examples.

If all the students agree on a classification of a policy, there is no need for discussion.

Student Passion Talks (20 min)

Purpose:

Allow students to practice their public speaking abilities and identify common pitfalls of a public speaker.

Materials:

N/A

Directions:

Optional: Facilitators will start out with their own 1 minute facilitator talks, with a 1-minute preparation time and 1-minute critique period afterward.

Have each student in class prepare a 1-minute speech for 2 minutes (while one student speaks, have another prepare). The topic can be of their own choosing or of yours, but make sure they have a topic before they go to prepare. After each speech, the class will give constructive criticism.

Discussion:

N/A

Group Work Time (Remaining time)

Purpose:

Have students classify which instrument of policy applies to their project.

Materials:

Students may need computers

Directions:

With their knowledge of the instruments of policy, have students classify which instrument(s) of policy they will imply in their policy projects. Any additional time can be used to work on their projects.

Discussion:

N/A

Sources

1. **Put a name of your source here**
   a. Briefly explain your source here. Make sure it's enough to make other facilitators understand its relevance, but stay concise!
   b. Put a link to your source here. Feel free to include sources that you didn't explicitly cite in the **Directions** section of activities.
   c. Remember to have a parenthetical citation (Lastname page #) in activities where they belong.

2. **Keep adding sources as you write modules**
    a. For a folder full of general sources, follow this link.
    b. [https://drive.google.com/a/gboy.us/folderview?id=0B6m1lAZ9Fh_PfkdERTdrSU dmb0dJN1J6aEUxWFRaNHpfT2J1Y0RWVU9RVUZYcXgyMjZweDg&usp=sharing](https://drive.google.com/a/gboy.us/folderview?id=0B6m1lAZ9Fh_PfkdERTdrSUdmb0dJN1J6aEUxWFRaNHpfT2J1Y0RWVU9RVUZYcXgyMjZweDg&usp=sharing)
3. https://www.cdc.gov/injury/pdfs/policy/Brief%204-a.pdf
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