

4-H Know Your Government

Decision 2012

Elections & Political Parties



February 18-21, 2012
Red Lion Hotel, Olympia, WA

Curriculum

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Mission Statement of WSU 4-H Know Your Government

The 4-H Know Your Government (KYG) Conference serves to strengthen the connection between youth and our political and social networks through education, experience, application, and inspiration.

4-H KYG values: inquiry, regard for others, respect/cultural competence, positive communication, and strengthening personal values. The topic and activities experienced through the 4-H KYG conference are all vehicles to provide the opportunity and framework to develop these values.

Educational Objectives of 4-H KYG 2012

This year, participants will explore political parties and the nomination process. During pre-conference orientation, participants will learn about different political parties, the nomination process, the development of resolutions that support planks that make up a party platform, and how to use parliamentary procedure when conducting a meeting. At the conference in February, delegates will nominate a KYG party candidate and finalize a KYG party platform to share with legislators at the Legislative Dinner on the final evening of the conference.

From orientation training and conference participation, the KYG committee believes delegates will learn all or some of the following:

- Discover the purpose of political parties,
- Identify parties that exist and what differentiates them,
- Discuss what influences parties,
- Learn parliamentary procedure,
- Learn about instant run-off voting and the electoral college
- Learn how to get a candidate elected through building support among peers
- Develop a platform by identifying issues of importance to youth and create resolutions to support those platform planks
- Learn to distinguish between a candidate's views and their party's platform

Life Skills Objectives of 4-H Know Your Government 2012

(Hint: This is what 4-H KYG is all about!!!)

The 4-H Youth Development Program is committed to teaching youth important knowledge and skills through the many project areas offered. Life skills developed in the process of a project serve as a cornerstone to the influence we make on young people. KYG strives to teach a certain level of civics and governance to our 4-H participants. However, perhaps more important is meeting the learning objectives based on the Targeted Life Skills Model, which is the foundation of our curriculum. For example, even if delegates forget over time what role the lieutenant governor serves in the legislature, they will surely remember that in order to negotiate and come to a compromise, they need to not only listen carefully to what others say but also clearly state their thoughts, feelings and ideas. In addition, because they will be working with people from other counties, they will remember the effort it takes to work with people who are different from them.

Using the Iowa State University Extension Targeting Life Skills Model (November 1996), the KYG committee aims to meet these specific objectives in the following areas:

Accepting differences: Treat people who are different from me with respect; work

Contributions to a group effort: Work, along with others, toward a common purpose; share leadership

Communication: Clearly state thoughts, feelings, and ideas to others; listen carefully to what others say

Conflict resolution: Find and apply creative and nondestructive ways to resolve differences between two or more persons; get along with others

Self-responsibility: Understand the importance of following through on commitments

Critical thinking: Analyze, compare, reason, and reflect when making decisions

Responsible Citizenship: Demonstrate love and devotion, in response to duties, rights, and privileges, as a member of a community or country

4-H Know Your Government: Decision 2012

Tentative Conference Agenda

Saturday

Afternoon Registration

Candidate meeting

Intros, Welcome Speaker, Dinner

Challenge Activity/Chaperone Meeting

Break to set up candidate stations

Session A (Introduce Candidates, Meet and Greet, Campaign Trail Search)

County Meeting

Sunday

Breakfast on your own

Session B (Divide into Committees)

Break

Session C (Campaigning)

Voting instructions, take down campaign posters

Lunch, announce top 10 candidates

Session D (Committee Work)

Break

Session E (Committee Work)

Break

Dinner and speaker

Dance

County Meeting

Monday

Breakfast on your own

Session F (Candidate speeches, narrow candidates using IRV, debate planks)

County Afternoon Out : includes lunch, legislative visits and Olympia Scavenger Hunt

Legislative dinner and speaker

Session G (Candidate Q&A session)

Break

Entertainment/Coordinator Chat

County Meetings

Tuesday

Brunch

Session H (Nominate party candidate)

Capitol Tours and appointments with legislators(if not done on Monday)

Description of the Conference

Delegates attending the conference will be part of the 4-H KYG Party and will be participating in the 4-H KYG Political Convention. At the political convention, delegates will debate planks submitted in the form of resolutions from each county to include in the 4-H KYG party platform that will represent their party. They will also learn about county candidates so the delegation can elect a 4-H KYG party candidate that they feel best represents the platform. Delegates will share the final platform with legislators at the Legislative Dinner and the candidate will be elected on the last day of the conference.

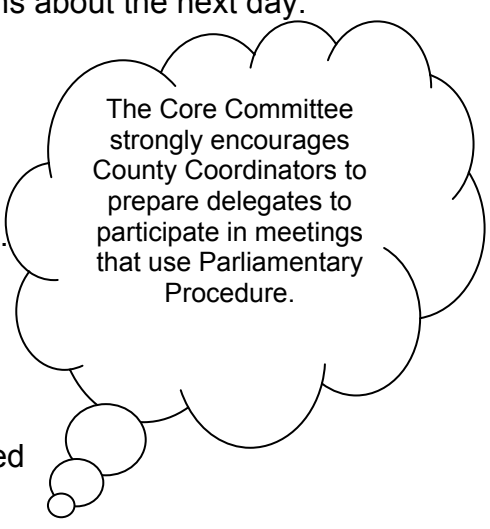
Saturday

Registration will be in the afternoon. At dinnertime, the **opening ceremonies** include introductions of the Core Committee, Conference Facilitators (CFs), State Ambassadors (SAs), and a Welcome speaker. After dinner, delegates will participate in a **Challenge Activity** led by a member of the KYG Core Committee and assisted by the CFs (Conference Facilitators) and SAs (State Ambassadors). At this same time, the chaperones will meet upstairs for a **Chaperone Meeting**. After these activities, counties will set-up **candidate stations**. Each county/candidate will have a round table to display their candidate posters and county resolutions (optional). Nothing may be posted on the walls of the hotel. After Saturday night, displays will be moved to regular tables around the edge of the ballroom. Easels may also be used.

During **Session A**, county candidates will introduce themselves (one minute limit) while at their candidate station using a microphone. The delegates will be sitting on the floor or standing around the ballroom. After the short introductions, delegates have the opportunity to visit with each candidate and complete a **Campaign Trail Search Activity**. The day will end with each county having a **County Meeting** (in a room identified at the chaperone meeting) and a CF or collegiate will visit each County Meeting room to answer any questions about the next day. Please do not end the County Meeting prior to a CF visit.

Sunday

Breakfasts on your own have been popular in the past because delegates are allowed more time to sleep or get ready in the morning. The tradition continues for this conference. You may bring food items to serve in your hotel room. In **Session B**, delegates will **meet in their assigned committees**. The committees coincide with the eight topic areas counties will focus on when submitting resolutions/planks. The KYG Core Committee will make sure one person from each county is assigned to the committees they submitted resolutions/planks for during pre-conference sessions. If a county brings more delegates than resolutions/planks submitted, the rest of the delegates will be randomly assigned to committees. During this session, CFs will lead the delegates through an Introductory Activity, Parliamentary Procedure practice, and election of committee roles, such as, chair and secretary. Delegates use Parliamentary Procedure in later sessions to approve, reject, or amend resolutions/planks submitted from each of the counties. Easy reference guides will assist delegates for motions.



The Core Committee strongly encourages County Coordinators to prepare delegates to participate in meetings that use Parliamentary Procedure.

After a break, county candidates have more time in **Session C** to campaign. At the end of this session, delegates will vote to narrow the field to ten candidates, to be announced at lunch. After lunch, delegates will return to their **committee meeting** room for **Session D** to begin debating the proposed resolutions/planks in order to approve, reject, or amend them. The elected chair will lead the meeting and the CF will serve as parliamentarian. This work will continue in **Session E** until the committees narrow their topic area platform to three planks. After your committee has decided on three planks they feel represent the KYG Party, part of the group will work on a presentation of those planks to the rest of the delegates and part of the group will work on three questions related to their planks. These questions will be asked of the final three candidates during a Q&A session to determine where they stand on the issues. The eight-committee platforms will be combined into a draft Party Platform for delivery on Monday morning.

After another break, delegates will attend dinner where we will have a speaker. Then delegates can go to the **dance, play games** in the other half of the ballroom, or hang out in their rooms. In order to do any of these activities, a chaperone must be with or near their delegation. The night will end with another **County Meeting**.

Monday

Breakfast will be on your own. In the morning, CFs will deliver a copy of the draft Party Platform for each delegate, to the County Meeting rooms for distribution by the County Coordinator or chaperone. It is expected that counties will **meet prior to Session F** to review the draft Party Platform and discuss possible amendments. Delegates should bring their copies of the draft Party Platform to Session F.

During **Session F**, delegates will use Instant Run-off Voting to determine the top three candidates. While the votes are tabulated, committees will give the presentation they created in Session E. Parliamentary procedure will be used to debate and vote on each topic area, led by the CFs. Counties will vote to ratify or reject the Party Platform using a computerized voting system. After the Party Platform is decided, the top three candidates will be announced.

After this eventful morning, counties will have their County Afternoon Out, scheduled for 11:30 to 4:00. During this time, delegations will have lunch, visit with their legislators and participate in the "**Discover Olympia**". The campaign teams for the top three candidates may want to use part of their County Afternoon Out time to prepare their candidate for the **Q&A Session**, led and moderated by the CFs. After the fun afternoon is Legislative Dinner. It is important to be at the dinner on time. Delegates will have time to talk with the Legislators and take pictures. The agenda also includes a speaker and Community Awards from Texaco/Chevron.

The Legislative Dinner with a speaker precedes **Session G, the Q&A Session**. After this, **Entertainment** is scheduled for delegates and chaperones while the County Coordinators participate in the Coordinator Chat upstairs. The evening will again end with a County Meeting.

Tuesday

Brunch will be served. Everyone will come to the ballroom to listen to the final three candidates give speeches and use the computerized voting equipment to vote as a county for the KYG Party Candidate following the Electoral Process. After announcing the KYG Party Candidate, delegations will pack up and go on Capitol Tours and appointments with legislators if they have not already done so.

Now you know the nuts and bolts of the conference in February. If you have any questions about the conference format or the curriculum in general, please feel free to contact Melissa Beard at melei@alumni.stanford.edu or anyone on the KYG Core Committee. She will be glad to answer any questions you may have or direct you to the person with the answer!

GLOSSARY

Electoral College - This group of 538 electors elect the President and Vice President. Each state is allocated as many electors as it has Representatives and Senators in the United States Congress. (Activity 17)

Instant Run-Off Voting - Uses ranked ballots to simulate a traditional runoff in a single round of voting. (Activity 16)

Party Affiliation - Identification with a political party's platform and/or candidate. (Activity 5)

Plank - A statement conveying a single idea or belief supported by a political party. (Activity 9, 14)

Platform - A series of planks that represent the beliefs of a political party. (Activity 9)

Resolution - A series of statements describing background information and justifications leading to a plank. (Activity 9, 14)

Orientation Materials

OK, so you know what is happening in February. But ***how do you get your delegates prepared for the conference?*** This curriculum covers four topic areas **related to political parties and the nomination process**: Political Parties & their Platforms, Parliamentary Procedure, Resolutions & Planks, Campaigning & Voting.

Meeting 1: Political Parties & their Platforms, Parliamentary Procedure

- Activity 1: Introductions and Full Value Contract
- Activity 2: Overview of 4-H KYG Conference; Handout Registration Materials
- Activity 3: Citizenship
- Activity 4: Trivia Questions about Elections
- Activity 5: Robert's Rules of Order
- Activity 6: Research the Political Parties in Washington
- Activity 7: Parliamentary Procedure Experience Practice Session
- Activity 8: Overview of County Orientation Meetings Schedule

Meeting 2: Resolutions & Planks

- Activity 9: Research the Political Parties in Washington (continued)
- Activity 10: Political Party Platforms
- Activity 11: Identify/research Issues of Importance
- Activity 12: Write Letters to Legislators

Meeting 3: Campaigns & Voting

- Activity 13: Collect Registration Materials and Fees
- Activity 14: Identify/Research Issues of Importance (continued)
- Activity 15: Creating a Resolution/Plank
- Activity 16: Political Campaigns
- Activity 17: Instant Run-off Voting
- Activity 18: Electoral College

Meeting 4: Finish Resolutions & Campaign Preparations

- Activity 19: Plan Alternate Tour/Meeting (optional)
- Activity 20: Prepare Candidate
- Activity 21: Finalize and Post Resolutions

County delegations are required to submit a candidate letter of intent and one resolution for each delegate up to eight (8) delegates, one for each of the eight (8) topics identified in the curriculum by **Monday, January 27th. You will not be allowed to complete your registration if you have not submitted these items.**

Guest Speakers

We strongly suggest scheduling guest speakers during your county sessions who can bring a little more life to this subject. Invite elected officials or a campaign manager to meet with your group. Ask them to address their political party affiliation, why and how they chose it and/or recommend tips for conducting a campaign. If possible, invite a county party chair to discuss the role of party conventions in electing officials. Alternatively, ask your speakers their thoughts on the eight topics identified, to help in formulating representative resolutions /planks.

Have each of your delegates prepare one or two questions for the speaker. Use this opportunity to ask him/her about the resolutions you are writing. After the speaker has finished, lead a discussion on what the members learned (reflect and apply). Have delegates compare and analyze the different perspectives presented by each speaker. Be sure to have a private review session with your group after visits and/or speakers. Ask open-ended questions: What did you think about that? What new things did you learn from this session? Encourage the delegates to express their opinions and draw their own conclusions.

KYG BLOG

During your county meetings, your group will be asked to share their thoughts and ideas through



discussion on the 4-H Know Your Government Blog. Look for **'KYG BLOG TIME'** symbols for opportunities for your county delegation to share their reflection ideas or comment on others'.

Objectives of Orientation Meetings

- ❖ Prepare delegates for the conference in February
- ❖ Identify political parties recognized in Washington and what differentiates them
- ❖ Learn about and practice Parliamentary Procedure
- ❖ Discuss the purpose of and influence of political parties
- ❖ Invite local political figures to discuss how they chose their party affiliation
- ❖ Identify issues of importance to youth and create resolutions to support planks
- ❖ Invite legislators to attend the Legislative Breakfast at the conference
- ❖ Determine county candidate and campaign roles
- ❖ Discuss how to distinguish between a candidate's views and his or her party's platform
- ❖ Learn about Instant Run-off Voting and the Electoral College

MEETING 1: POLITICAL PARTIES & THEIR PLATFORMS; PARLIAMENTARY PROCEDURE

Objectives of Meeting 1

- ❖ Introduce delegates so they can begin to learn to work with each other
- ❖ Learn about the KYG Conference
- ❖ Comprehend and describe characteristics inherent in good citizenship
- ❖ Hand out registration materials
- ❖ Identify political parties recognized in Washington
- ❖ Learn about and practice Parliamentary Procedure
- ❖ Learn how to make posts to the KYG BLOG

Prior to Meeting 1

- Following the county promotion of the 4-H Know Your Government program and recruiting of members, pick up a list of participants' names, phone numbers, and e-mail addresses from your County Extension 4-H Educator or Program Assistant.
- Arrange location, times, and dates for all four orientation meetings. Consider Internet access for the first meeting or conduct Internet research yourself prior to the meeting.
- Notify members of the first meeting.
- Review all material in the Coordinator's Packet
- Review all material in the Curriculum Packet, especially Meeting 1
- Materials needed:
 - Paper and writing utensils
 - Copies of
 - Registration materials in Coordinator's Packet (registration form, code of conduct, medical/release form, etc)
 - Tentative Agenda
 - Political Parties of Washington
 - Robert's Rules of Order

Meeting 1 Activities

Activity 1: Introductions

Life Skill Objectives: Communication, Cooperation, Accepting Differences

Frame each county meeting by creating a safe environment within the group. Remember that youth are coming with anxiety about what to expect and how they will fit in. It is imperative to create a place where everyone feels included.

Ice Breakers or Acquaintance Activities will give students an opportunity to meet each other and loosen up a bit. Even if everyone in your group knows each other, low threat activities that do not require people to take large risks can assist your group to know and trust each other more. You may use one of your own choosing or try 'Name Tag' and 'Differences and Commonalities', in the handout section.

Group Agreements are one tool that can be used to help a group come together, and then to take care of group needs along the way. When initiating a community-building process, it is necessary to establish certain ground rules. The ultimate goal is to create an environment where everyone feels physically and emotionally safe. Once a safe atmosphere is achieved, participants are more willing to take risks, such as trying new ideas and making mistakes.

You can present a Group Agreement for discussion and acceptance by the group or initiate a discovery process whereby the group creates its own. When members take ownership in a Group Agreement, its value increases greatly, so once the Group Agreement is decided upon, be sure everyone in your group signs it as recognition that they agree with it and will abide by it. It is vital that a supportive group atmosphere is developed and that basic, agreed principles of engagement are shared by the group. This can be ‘the glue’ that holds the group together. Here are some ideas for your Group Agreement:

Be here. Be present mentally, physically, emotionally.

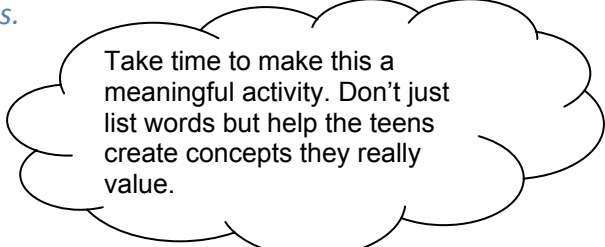
Be Safe. Create a level of safety so that people are able to relax and feel comfortable.

Speak the truth. Share your thoughts openly and honestly. Accept others' thoughts too.

Pay attention. Listen to what others say and focus on their ideas.

Be open to outcomes. Try not to prejudge what is happening.

Have Fun!



Take time to make this a meaningful activity. Don't just list words but help the teens create concepts they really value.

Activity 2: Overview of the 4-H KYG Conference

Life Skill Objective: Self-responsibility

Discuss the vision and mission of 4-H KYG found on page 3 of this packet. 4-H KYG is designed to help 4-Hers learn more about our government process. The focus of this conference is the election process. Delegates will also have an opportunity to meet others from around the state. Hand out registration forms and discuss fundraising ideas located in the Coordinator Packet. Inform delegates about deadlines for registration forms and money. Remind them that you need registrations returned promptly because the County 4-H Office personnel must sign them before mailing forms to WSU. The date they need to be into your county is (find out from your county office).

Also, discuss the objectives for 4-H KYG and for this specific conference. Hand out and briefly discuss the *Tentative Agenda* and use the session descriptions on pages 5-6 to describe what will happen at the conference.

Activity 3: Citizenship: What is a good citizen?

Life Skill Objective: Responsible Citizenship

Ask students to discuss what makes a good citizen. Include:

What is the most important right of a citizen?

What is the most important responsibility of a citizen?

Give each student a quote from the Handout section. Students will rewrite their quote in their own words. When they share with the group, they will also share the importance of the quote.

Breaking into smaller groups, have students combine the ideas behind their quotes into one definition of good citizenship. Have all the groups come together and work to create one group definition of good citizenship. Post on the wall for future meetings.



KYG BLOG TIME post your county's definition on the blog.

Activity 4: Trivia Questions about Elections

Life Skill Objectives: Responsible Citizenship, Critical Thinking

EALR: Communication 2.1 Uses language to interact effectively and responsibly in a multicultural context.

Divide the group into two teams, read each question, and give the teams time to confer and answer.

1. From what country did the current form of balloting in the United States originate?
Australia
1. What does the long-time nickname for the Republican Party, GOP, stand for? *Grand Old Party*
2. Which election and what candidates used the following slogans?
 - “The Square Deal” 1904, *Theodore Roosevelt*
 - “Two Chickens in Every Pot” 1928, *Herbert Hoover*
 - “The New Deal” 1932, *Franklin D. Roosevelt*
3. What small political party is credited with starting the tradition of holding national conventions to select political candidates? *The Antimasons held national conventions in 1830 and 1831*
4. What happens if no candidate obtains a majority of votes in the Electoral College? *The Constitution provides that, in this case, the next President will be chosen by the House of Representatives.*
5. Which amendment to the Constitution made it legal for black males to vote? *The Fifteenth Amendment*
6. Which amendment to the Constitution made it legal for women to vote? *The Nineteenth Amendment*

Reflect (So What?)

- The last two questions are about two groups of citizens denied the right to vote until these amendments were passed. How might government be different if these groups had not been allowed to vote?
- Who does not have the right to vote today? Why?
- With the suffering black males and women endured to earn the right to vote, do you feel young people appreciate their right to vote at the age of eighteen?
- Is eighteen too young to expect people to become engaged in elections?
- Why or why not?

Apply (Now What?)

Divide the students into groups and have each discuss how granting voting rights to a new segment of the population influenced subsequent elections, representation, campaigns, tax distribution, etc. Have the group report their thoughts back to the whole group.

- What will you do, once you can vote, knowing the history of other people’s fight to earn voting rights?

Activity 5: Robert’s Rules of Order

Life Skill Objectives: Responsible Citizenship, Communication

EALRs: Communication 2.2 Uses interpersonal skills and strategies in multicultural context to work collaboratively, solve problems, and perform tasks.

Civics 2.2 Explain how the Constitution maintains the Supreme law of the land and how it is changed or amended.

Hand out the “**Robert’s Rules of Order**” packet to each delegate. Divide the group into teams and have them answer the questions on the worksheet in the packet. Review and encourage the delegates to use the Easy Reference Guide. As the coordinator, you also have the publication, *Parliamentary Procedure Made Easy*, to use as a reference.

If additional practice is needed, there are various sources of parliamentary procedure scripts online. Here is one example of a site that has scripts you can use:

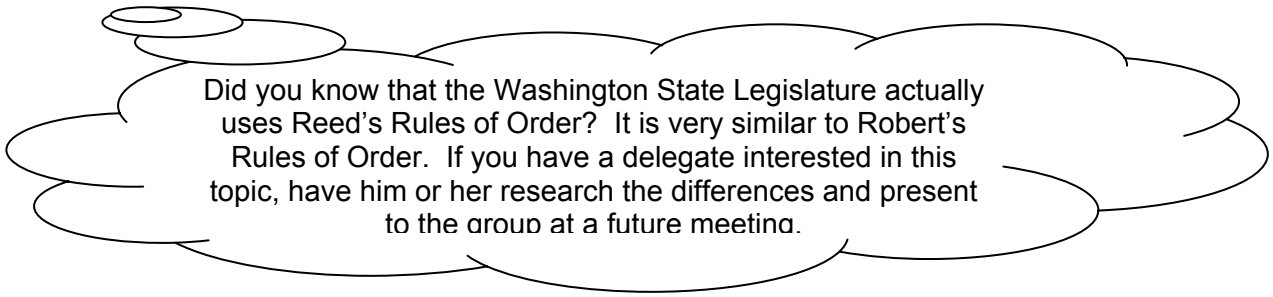
www.nancysylvester.com/docs/Resources/parliamentary_procedure_scripts.html. A script of a Main Motion is included in the packet.

Reflect (So What?)

- Name other processes organizations use to make decisions.
- How do these compare to parliamentary procedure? What are the strengths and weaknesses?

Apply (Now What?)

Why do you think so many businesses and organizations use “parli pro”? (Refer to page 1 of the Robert’s Rules of Order hand out, under Key Points to lead discussion, if needed.)



Activity 6: Research the Political Parties in Washington

Life Skill Objectives: Self-responsibility, Critical Thinking

EALRs: Communication 1.2 Understands, analyzes, synthesizes, or evaluates information from a variety of sources;

Civics 4.3 Explain how various stakeholders influence public policy

Under state law (RCW 29A.04.086) a major political party is a political party of which at least one nominee for President of the United States, United States Senator, or a statewide office received at least five percent (5%) of the total votes cast in the last general election held in an even-numbered year. Washington’s Secretary of State Office recognizes the following parties.

The two major political parties:

Washington State Democratic Central Committee www.wa-democrats.org

Washington State Republican Party www.wsrp.org

The six minor political parties:

Christian Liberty Party of Washington www.christianlibertyparty.org

Constitution Party of Washington www.constitutionpartyofwa.com

Green Party of Washington State www.gpows.org/

Libertarian Party of Washington State www.lpwa.org

Progressive Party of Washington www.wapropparty.org

Reform Party of Washington www.reformparty.org

Hand out “Political Parties of Washington” and assign delegates or groups of delegates to research each of the political parties. Use the websites listed and find the answers to the questions below. Have delegates bring the answers to fill out a matrix of all the information during the next meeting.

- What are the beliefs/values of the party?
- What year was it founded and when was the party recognized in Washington?
- Why was it created? In response to what?
- What candidates in your county identify with this party and for what positions are they running?

Activity 7: Parliamentary Procedure Experience Practice Session

Life Skill Objective: Contributions to a group effort

Each time your county delegation meets prior to the KYG Conference, we strongly encourage you to practice parliamentary procedure throughout your meeting. Although we already provided you an overview with Activity 4, we will also suggest a brief activity to assist you on a specific skill. Why not assign a different person to lead the meeting each time i.e. the presiding officer, and have two other youth act as the parliamentarians?

Parliamentary Procedure Practice:

A Motion:	Parliamentary Procedures Made Easy p. 6-9
A motion is a proposal that the group take certain action.	
Main motion:	
The objective of a main motion is to bring a proposal before the group for consideration. Only one main motion may be considered at a given time.	
The process:	
1. A member rises and addresses the presiding officer. Address the officer with an appropriate title, “Mr. or Madam Chairperson.”	
2. The presiding officer recognizes the member by either a nod or their name. This member now has ‘the floor’ which means only that member may talk or present.	
3. The member proposes the motion and is introduced in the form of, “I move that...” There may be brief remarks but it is not permissible to discuss the merits until after the chair has stated the motion.	
4. Another member seconds the motion, without raising or addressing the chair. They say, “I second the motion”. The chair may ask, “Is there a second to the motion?” If the motion is not seconded within 8 seconds, the motion is lost or no longer necessary to consider.	
5. After the ‘second’, the officer states the motion to the assembly.	
6. The assembly discusses or debates the motion. To do this, one must obtain the floor by addressing the chair. Normally, the first person who asks recognition is entitled to speak.	
7. A member who has not spoken has preference over someone who has already discussed the motion.	
8. The discussion must focus on the motion presented.	
9. When all the discussion is complete, the presiding officer takes the vote on the motion. He/she may inquire if there is any further discussion. Then proceed to, “All in favor of he motion (state the motion) say ‘Aye’.” Following then, “ All opposed say ‘No’.” You can also ask for a show of hands.	
10. The presiding officer announces the result of the vote, either the ‘motion is carried’ or the ‘motion is lost’.	


Activity 8: Overview of County Orientation Meeting Schedule

Life Skill Objective: Self-responsibility

Please use the parliamentary procedure format listed about to decide times, dates, and locations of upcoming orientation meetings.

1. Assign a presiding officer and at least one parliamentarian to check the process
2. Have someone make a motion about their idea for meeting time, place and/or dates
3. Wait for a second
4. Discuss
5. Take a vote, led by the presiding officer
6. Accept the results

Just for practice, try adding a privilege, subsidiary, and incidental motion.



Delegates will be better participants at the conference if they are comfortable with using Parli Pro!

At the end of Meeting 1

- Remind everyone of next meeting
- Remind everyone about fundraising; refer to ideas in Coordinator's Packet
- Remind delegates the research they need to complete on their assigned political party

Handouts for Meeting 1

Name Tag

A Get to Know you Activity

~Have students stand or sit in a circle so that everyone can see everyone else. Tell them this community building process begins with easy, nonthreatening activities and is designed to get increasingly difficult. With that in mind, everyone must remember their own first name.

~Tell the person to your right (or left) that you will say your name, then he will say his, the person next to him will say hers, and so on, until everyone has said this or her name in order. This will be timed. Try it and announce the time.

~Do it again, moving in the same direction. Announce the time. Then do the activity in the other direction a couple of times.

~Now tell the group that, as promised, the task will get more difficult. It will now go both directions. When you say your name, the people on each side of you say their names, then on down each half of the circle. It will cross in the middle somewhere and everyone will see which side finishes first.

~Try this dual method a few times, each time holding up your hand for the side that finishes first.

~ For a final challenge, instead of just saying your own name, you now must say the name of the person on your left, your own name and the name of the person on your right, before going on to the next person.

Paired Activities

~Clear away desks or tables and have students find a partner. (Do this quickly as they will switch partners later)

~Have the partners look at each other and, according to an attribute (e.g. whoever has shorter hair, more jewelry on, the most blue on....)...separate themselves. The person with the shorter hair stands on the inside of the circle, facing the longer-haired partner. There are now 2 circles- one inside the other – with the inside circle facing the outer one

~Give the pairs something to share with each other about their selves. This could include: your family, your favorite place in the world, your favorite color, or food, a hope or goal in your life, something you hope to learn or do some day, etc.

~After the sharing, have one of the circles rotate to the right of left by two or three people. Each person will then have a new partner and a new opportunity to discuss another topic.

Adapted from: *Journey Toward the Caring Classroom* by Laurie S. Frank. (2004)

4-H Know Your Government: Decision 2012

Tentative Conference Agenda

Saturday

Afternoon Registration

Candidate meeting

Intros, Welcome Speaker, Dinner

Challenge Activity/Chaperone Meeting

Break to set up candidate stations

Session A (Introduce Candidates, Meet and Greet, Campaign Trail Search)

County Meeting

Sunday

Breakfast on your own

Session B (Divide into Committees)

Break

Session C (Campaigning)

Voting instructions, take down campaign posters

Lunch, announce top 10 candidates

Session D (Committee Work)

Break

Session E (Committee Work)

Break

Dinner and speaker

Dance

County Meeting

Monday

Breakfast on your own

Session F (Candidate speeches, narrow candidates using IRV, debate planks)

County Afternoon Out

Legislative dinner and speaker

Session G (Candidate Q&A session)

Break

Entertainment/Coordinator Chat

County Meetings

Tuesday

Breakfast on your own

Session H (Nominate party candidate)

Capitol Tours and appointments with legislators

Citizenship: What's a good citizen?

Quotes for discussion

<p>A generation that acquires knowledge without ever understanding how that knowledge can benefit the community is a generation that is not learning what it means to be citizens in a democracy -Elizabeth L. HJollander, American author (1817-1885)</p>	<p>The strength of the Constitution lies entire in the determination of each citizen to defend it. Only if every single citizen feels duty bound to do his share in this defense are the constitutional rights secure. – Albert Einstein, German-born American scientist and philosopher (1879-1955)</p>	<p>A strict observance of the written laws is doubtless one of the high virtues of a good citizen, but it is not the highest. The laws of necessity, of self-preservation, of saving our country when in danger, are of higher obligation. -Thomas Jefferson, 3rd President of the U.S. (1743-1826)</p>
<p>The vote is the most powerful instrument ever devised by man for breaking down injustice and destroying the terrible walls which imprison men because they are different from other men. –Lyndon B. Johnson, 36th President of the U.S. (1908-1973)</p>	<p>As citizens of this democracy, you are the rulers and the ruled, the lawgivers and the lawgivers and the law-abiding, the beginning and the end. -Adlai Stevenson, former Illinois Governor, two-time Democratic presidential nominee, and former U. N. Ambassador (1900-1965)</p>	<p>The key role of public schools is to preserve democracy and, that as battered as we might be, our mission is central to the future of this county. –Paul D. Houston, former Executive director of the American Association of School Administrators (b. 1945)</p>
<p>The Greek word for idiot, literally translated, means one who does not participate in politics. That sums up my conviction of the subject. –Gladys Pyle, former J.S. Senator representing South Dakota (1890-1989)</p>	<p>It is not the function of our Government to keep the citizen from falling into error: it is the function of the citizen to keep the Government from falling into error. –Robert H. Jackson, former U.S. Attorney General (1892-1954)</p>	<p>As global citizens, it is our responsibility to become active participants in our democracy and to make sure that everyone's civil rights are protected. –Robert Alan, American author and social activist (b. 1959)</p>
<p>Truth-telling, I have found, is the key to responsible citizenship. The thousands of criminals I have seen in 40 years of law enforcement have had one thing in common: every single one was a liar. –J Edgar Hoover, first director of the FBI (1895-1972)</p>	<p>If I knew something that would serve my country but would harm mankind, I would never reveal it: for I am a citizen of humanity first and by necessity, and a citizen of France second, and only by accident. –Charles de Montesquieu, French politician and philosopher (1689-1755)</p>	<p>No one is born a good citizen; no nation is born a democracy. Rather, both are processes that continue to evolve over a lifetime. Young people must be included from birth. A society that cuts off from its youth severs its lifeline. -Kofi Annan, Ghanaian diplomat, former Secretary General of the U. N., and Nobel Peace Prize recipient (b. 1939)</p>
<p>Every good citizen makes his country's honor his own, and cherishes it not only as precious but also as sacred. He is willing to risk his life in its defense and is conscious that he gains protection while he gives it. -Andrew Jackson, 7th President of the U. S. (1767-1845)</p>	<p>Full participation in government and society has been a basic right of the country symbolizing the full citizenship and equal protection of all. –Charles Rangel, U.S. Congressman representing New York (b. 1930)</p>	<p>If people are paying attention, then we get good government and good leadership. And when we get lazy, as a democracy and civically start taking shortcuts, then it results in bad government and politics. –Barack Obama, 44th President of the U.S. (b. 1961)</p>
<p>The government is us: we are the government, you and I. –Theodore Roosevelt, 26th President of the U.S. (1858-1919)</p>	<p>The most important political office is that of the private citizen. -Louis D. Brandeis, U. S. Supreme Court Justice (1856-1941)</p>	<p>It is not always the same thing to be a good man and a good citizen. – Aristotle, Greek philosopher (384B.C. -0 322 B. C.)</p>

<p>It is the duty of every citizen according to his best capacities to give validity to his convictions in political affairs. – Albert Einstein, German-born American scientist and philosopher (1879-1955)</p>	<p>The measure of your quality as a public person, as a citizen, is the gap between what you do and what you say. – Ramsay Clark, American lawyer and former U.S. Attorney General (b. 1927)</p>	<p>The tyranny of a prince in an oligarchy is not so dangerous to the public welfare as the apathy of a citizen in a democracy. - Charles de Montesquieu, French politician and philosopher (1689-1755)</p>
<p>We all have an obligation as citizens of this earth to leave the world a healthier, cleaner, and better place for our children and future generations – Blythe Danner, American actress (b. 1943)</p>	<p>Always vote for principle, though you may vote alone, and you many cherish the sweetest reflection tat your vote is never lost. – John Quincy Adams, 6th President of the U.S. (1767-1848_</p>	<p>No other country on earth could have provided such tremendous opportunities and we should never take the privilege of our citizenship for granted. –Jane D. Hull, former Arizona Governor (b. 1935)</p>
<p>Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has. – Margaret Mead, American cultural anthropologist (1901-1978)</p>	<p>The social and industrial structure of America is founded upon an enlightened citizenship. –Bainbridge Colby, American lawyer and former U.S. Secretary of State (1869-1950)</p>	<p>No other country on earth could have provided such tremendous opportunities and we should never take the privilege of our citizenship for granted. –Jane D. Hull, former Arizona Governor (b. 1935)</p>
<p>Citizenship consists in the service of the country. – Jawaharlal Nehru, former Indian Prime Minister (1889-1964)</p>	<p>All that is needed for the triumph of evil is for good people to do nothing. –Edmund Burke, British statesman and philosopher (1729-1910)</p>	<p>A passive and ignorant citizenry will never create a sustainable world. –Andrew Gaines, philosopher (b. 1938)</p>
<p>The State must follow, and not lead, the character and progress of the citizen. –Ralph Waldo Emerson, American philosopher and poet (1803-1882)</p>	<p>Citizenship is what makes a republic; monarchies can get along without it. –Mark Twain, American author (1835-1910)</p>	<p>There can be no daily democracy without daily citizenship. –Ralph Nader, American lawyer and four-time candidate for the President of the U.S. (b. 1934)</p>
<p>A community is like a ship; everyone ought to be prepared to take the helm. – Henrik Ibsen, Norwegian playwright (1828-1906)</p>	<p>Bad officials are elected by good citizens who do not vote. –George Jean Nathan, American journalist (1882-1958)</p>	<p>The job of a citizen is to keep his mouth open. –Gunter grass, German poet, novelist, and playwright, 1999 Nobel Prize for Literature (b. 1927)</p>
<p>Ask not what your county can do for you – ask what you can do for your country. –John F. Kennedy, 35th President of the U.S. (1917-1963)</p>	<p>Citizenship is a tough occupation, which obliges the citizen to make his own informed opinion and stand by it. –Martha Gellhorn, American novelist and war correspondent (1908-2004)</p>	<p>The first requisite of a good citizen in this republic of ours is that he shall be able and willing to pull his own weight. –Theodore Roosevelt, 26th President of the U.S. (1858-1919)</p>
<p>The test of good citizenship is loyalty to country. –Bainbridge Colby, American lawyer and former U.S. Secretary of State (1869-1950)</p>	<p>The most important thing an institution does is not to prepare a student for a career but for a life as a citizen. – Frank Newman, American civic engagement activist (1927-2004)</p>	<p>Democracy is never a thing done. Democracy is always something that a nation must be doing. -Archibald MacLeish, American poet and public official (1892- 1982)</p>

Robert's Rules of Order

KEY POINTS

There are three basic principles: **the right of the majority to rule, the right of the minority to be heard, and the equal right of each individual to be heard and represented.** If used properly, business proceeds in an orderly manner with only one issue considered at a time and all members given the opportunity to participate.

There are equal rights and guarantees of Parliamentary Procedure. Business is transacted in the most efficient and democratic manner. All members have equal rights, privileges, and obligations. Specifically, rules regarding rights and privileges must be applied impartially. The presiding officer should be strictly impartial. In addition, all receive these rights, and are obligated to respect the same rights of other members. Parliamentary Procedure guarantees the right of majority to decide while also respecting the rights of the minority by letting them be heard and to oppose. In fact, any motion restricting the rights of members to speak or vote must be passed by a 2/3 vote.

Bringing Business to the Floor

In Parliamentary Procedure, the only way to get your organization to do anything is to take a vote on something. Before that can happen, you need to bring the idea (motion) to the members so they know what you want to vote on. In order to present such a motion, you need to **obtain the floor**. When it is time for New Business on the agenda, you may want to introduce a motion to the rest of the group. In order to do this; you must have permission from the Chair to speak. This is called, **obtaining the floor**. The way you do this is to stand up and address the Chair by saying "Mr., (or Madame) Chair!" Then the Chair of the meeting will recognize you by saying, "The Chair recognizes Jane Doe." After that, you may proceed with presenting your motion.

How to Make a Motion

This is probably the most confusing part of *Robert's Rules of Order* for most people. They are unsure of how and when a particular motion may be used.

Different types of Motions

There are four groups of motions. It is important to understand the different types of motions because there is a rank or order of preference that motions follow. In other words, certain motions are considered before others. Knowing the types of motions and the rank that they have will help make meetings go smoothly and business conducted more efficiently.

1. Main Motions

The Main motion brings business before a group of people. Main motions may only be made when no other motion is pending. The Main motion ranks lowest in the order of precedence of motions. Main motions are what we would normally think of when we think of motions.

2. Subsidiary Motions

Subsidiary motions assist the group in dealing with a Main motion. This can include disposing of a Main motion or altering it in some way.

Subsidiary Motions rank **third** in the order of preference. Some examples of important Subsidiary Motions are:

- *Postpone Indefinitely* will dispose of the Main motion without bringing it to a direct vote.
- *Motion to Amend* will alter a Main motion's wording to clarify a meaning to make it more passable.
- *Refer to Committee* will refer the current Main motion to a standing committee that can examine the subject further and return to group with results.

- *Motion to Lay on the Table* will set aside the pending Main motion indefinitely unless the majority of the members wish to bring the subject up again.
- *Move to Previous Question* will immediately close debate, prevent any further Subsidiary motions, and bring the pending Main motion to a vote.

3. Privileged Motions

Privileged motions are different from the first two classes because they are not usually related to the pending business at hand. They have to do with special matters of immediate importance which, without debate, should be allowed to interrupt the consideration of anything else. Privileged motions rank **first** in the order of precedence, with a couple of minor exceptions. Here are some examples of Privileged motions that are useful:

- *Call for Orders of the Day* forces a group that has gotten away from its original agenda to enforce its schedule strictly, unless a 2/3 majority decides to set the agenda aside.
- *Raise a Question of Privilege* is used when a member is being affected by things such as noise, heat, ventilation, guests, etc. The member can then interrupt pending business to take care of the item that is bothering him or her.
- *Move to Recess* may be used to take a short break even when business is pending. In order to use this motion, the maker of the motion must specify a length of time for the recess.
- *Move to Adjourn* is a motion made by a member that will end the meeting immediately. A member can make this motion even if business is still pending, provided that a time for the next meeting has been officially set.

4. Incidental Motions

Finally, Incidental motions are used when members have specific questions about procedure or questions about the voting that has taken place on the pending or main motion. These motions generally must be dealt with immediately, and most are non-debatable. Another difference between Incidental motions and other motions are that generally members do not have to wait for the Chair to recognize them. Simply standing up and making the motion is legal. Although there are many different Incidental motions, the ones that are the most frequently used in Political Conventions are outlined below.

- *Point of Order* is used by a member to question whether a breach of Parliamentary Procedure has occurred. The Chair will rule on this question and the ruling will stand.
- *Appeal the Decision of the Chair* can be used by two members (the maker of the motion and a second) immediately after a Chair's ruling. The Chair is then obligated to submit the question before the group in the form of a vote.
- *A member who doubts the Chair's ruling in a voice vote uses Division of the House.* The Chair will then take a standing count of the votes for and against a motion.
- *Division of the Question* is used to separate a main motion into separate parts. The two motions must be able to stand as separate motions. Then each question is considered separately instead of one main motion.
- *Requests for Inquiries:* There are several of these, the most important ones are listed below:
 - a. *Parliamentary Inquiry* is an inquiry as to the Chair's opinion on a matter of parliamentary procedure.
 - b. *Point of Information* is an inquiry as to facts affecting the business at hand—always directed to the Chair.

Seconding a Motion

In Parliamentary Procedure, there is a potential for many frivolous motions. In order to make sure at least one other member wants to discuss a motion, all Main, Subsidiary, and Privileged motions require a "second." After someone makes a motion, a different member of the group may just call

out, “Second” or “I second the motion,” in order to let the Chair know that there is more than one person interested in debating the topic.

Debating a Motion

After a motion has been moved and seconded, debate starts. There are certain rules of debate that help to keep the debate orderly and quick. Here is a summary of the important rules of debate:

1. The maker of the motion gets the first opportunity to speak about the motion first.
2. After the maker of the motion speaks, the Chair will try to alternate between arguments that support the motion and arguments that oppose the motion.
3. All comments made during debate **MUST** be relevant to the current motion. The Chair has authority to interrupt a speaker and ask them to sit down if they are not being relevant.
4. The Chair will only recognize people who get his/her attention, therefore it is in your best interest to stand up and loudly say, “Mr. (or Madame) Chair!”
5. Always remember to speak to the Chair when debating. Never debate another member directly. When speaking about another member’s statements, address the member in the third person—pretend you are telling the Chair about what that other person said. (Use “he” or “she” instead of “you”).

Voting

After debate has ended, the motion will come up for a vote. The Chair will ask for any further debate, and if there is none, he/she will directly proceed to a vote. Generally, most business is taken care of with a voice vote, where the Chair will ask for the “yeas” and “nays.” Once both have spoken up, the Chair will use his/her judgment to determine which side has a majority. If there is any question on the Chair’s ruling, a member usually calls for a Division of the House. The vote will be retaken, with members standing instead of using their voices.

In political conventions, when it is time to choose a nominee and adopt a platform, a roll call vote is used. This is a vote where the Clerk, Secretary, or Records Officer uses the attendance list and records each person’s vote individually. This is rather time consuming, it is generally used only for important matters such as the two mentioned above.

Script: Main Motion

(Taken from www.nancysylvester.com/docs/Resources/parliamentary_procedure_scripts.html)

Member 1: I move that we have pizza at the next meeting.

Chair: Is there a second to the motion? [This statement is eliminated if a member calls out "second" or if the motion is made on behalf of a committee.]

Member 2: I second the motion.

Chair: It is moved and seconded that we have pizza at the next meeting. Is there any discussion? [Since the maker of the motion has first right to speak on the motion, the chair should call on the maker of the motion first.]

[It is during this time that a motion is considered pending and secondary motions may be applied to it.]

Member 1: These meetings are long and we need to have food at them. Pizza is an easy meal.

Member 2: I only like cheese pizza. As long as we have cheese pizza I will vote for the motion.

[After discussion] Is there any further discussion? Are you ready for the question? [Pause] The question is on the adoption of the motion to [clearly restate the motion].

Voice vote:

Chair: Those in favor, say aye. [Pause for response]

Chair: Those opposed, say no. [If the chair is in doubt of the results of a voice vote, the chair should state "The chair is in doubt, therefore a rising (or counted) vote will be taken." Then proceed with a rising

or counted vote.]

Show of hands vote:

Chair: Those in favor of the motion, please raise your hand. [Pause] Please lower your hand. Those opposed to the motion, please raise your hand. [Pause] Please lower your hand.

Rising vote:

Chair: Those in favor of the motion, please stand. [Pause] Please be seated. Those opposed to the motion, please stand. [Pause] Please be seated.

Ballot vote:

Chair: Please mark your ballots clearly, fold them one time, and hand them directly to a teller.

Roll call vote:

Chair: The clerk will now call the roll.

Chair: [Announces the voting results]

Uncounted voice, rising, or show of hands vote:

Chair: The affirmative has it, the motion is adopted, we will [state the effect of the vote] and the next business in order is . . .

or

Chair: The negative has it, the motion is lost and [state the effect of the vote] and the next business in order is to . . .

Counted majority vote:

Chair: There are _____ votes in the affirmative and _____ votes in the negative. There is a majority in the affirmative and the motion is adopted. We will [state the effect of the vote] and the next business in order is . . .

or

Chair: There are _____ votes in the affirmative and _____ votes in the negative. There is less than a majority in the affirmative and the motion is lost [state the effect of the vote] and the next business in order is . . .

Counted two-thirds vote:

Chair: There are _____ votes in the affirmative and _____ votes in the negative. There is a two-thirds vote in the affirmative and the motion is adopted. We will [state the effect of the vote] and the next business in order is . . .

or

Chair: There are _____ votes in the affirmative and _____ votes in the negative. There is less than a two-thirds vote in the affirmative and the motion is lost [state the effect of the vote] and the next business in order is . . .

Rules for a Main Motion:

- Needs a second
- Is debatable
- Is amendable
- Needs a majority vote

Easy Reference Guide for Motions

Motion	Type*	In order when another has the floor?	Requires a second?	Debatable?	Vote Required for Adoption	Practice at KYG County Meeting
Main Motion	M	No	Yes	Yes	Majority	Meeting 1
Adjourn	P	No	Yes	No	Majority	
Amend a Motion	S	No	Yes	Yes	Majority	Meeting 2
Division of Assembly	I	Yes	No	No	Demand of Single Member	
Division of Question	I	No	Yes	No	Majority	
Point of Information	I	Yes	No	No	Not voted upon	
Point of Order	I	Yes	No	No	Ruled upon by the Chair	Meeting 3
Parliamentary Inquiry	I	Yes	No	No	Not voted upon; responded to by chair	Meeting 3
Postpone Indefinitely	S	No	Yes	Yes	Majority	Meeting 3
Move to Previous Question	S	No	Yes	No	2/3 Majority	Meeting 3
Question of Privilege	P	Yes	No	No	Ruled upon by Chair	
Recess	P	No	Yes	No	Majority	
Suspend the Rules	I	No	Yes	No	2/3 Majority	

- * M=Main motion
P=Privileged motion
S=Subsidiary motion
I=Incidental motion

POLITICAL PARTIES OF WASHINGTON

Under state law (RCW 29A.04.086) a major political party is a political party of which at least one nominee for President of the United States, United States Senator, or a statewide office received at least five percent (5%) of the total votes cast in the last general election held in an even-numbered year. The following parties are recognized by Washington's Secretary of State Office.

The two major political parties:

Washington State Democratic Central Committee www.wa-democrats.org

Washington State Republican Party www.wsrp.org

The six minor political parties:

Christian Liberty Party of Washington www.christianlibertyparty.org

Constitution Party of Washington www.constitutionpartyofwa.com

Green Party of Washington State www.gpows.org/

Libertarian Party of Washington State www.lpwa.org

Progressive Party of Washington www.waproqparty.org

Reform Party of Washington www.reformparty.org

Assign delegates or groups of delegates to research each of the political parties. Use the websites listed above and find the answers to the questions below. Have delegates bring the answers to fill out a matrix of all the information during the next meeting.

- What are the beliefs/values of the party?
- What year it was founded and was the party recognized in Washington?
- Why was it created? In response to what?
- What candidates in your county identify with this party and for what positions are they running?

Additional Resources:

****Citizen's Guide to Democracy: Political Parties (really good)

<http://www.tvw.org/media/mediaplayer.cfm?evid=2008080046&CFID=7667453&CFTOKEN=ebb74b43aac3a0db-D81E3890-3048-349E-4EFC157FF45C4BCE&bhcp=1>

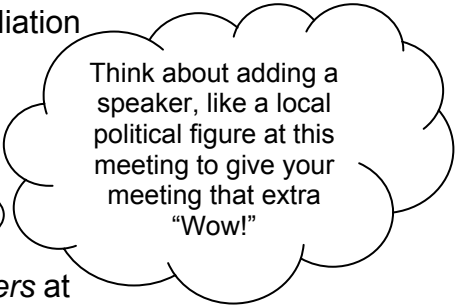
Observer's Guide to WA State Elections:

<http://www.sos.wa.gov/-assets/elections/2010ObserversGuide.pdf>

MEETING 2: RESOLUTIONS & PLANKS

Objectives of Meeting 2

- ❖ Identify what differentiates political parties
- ❖ Discuss the purpose of and what influences political parties
- ❖ Invite local political figure to ask how they chose their party affiliation
- ❖ Identify issues of importance to youth
- ❖ Invite Legislators to attend the dinner at the conference



Think about adding a speaker, like a local political figure at this meeting to give your meeting that extra "Wow!"

Prior to Meeting 2

- Review Meeting 2 material in the Curriculum Packet
- Invite a speaker to talk about their party affiliation
- If you have less than eight (8) delegates, email *Marianne Walters* at walters@olympus.net for your resolution/plank topic assignments.
- Materials needed:
 - Clip chart paper or large white board
 - Post-it-notes,
 - 5 stickers for each participant
 - Make copies of:
 - Political Parties in Washington Matrix
 - Education Planks from the Eight Political Parties in Washington
 - Topic Area Interview Sheet
 - Sample email to Legislators

Meeting 2 Activities

Parliamentary Procedure Practice:

An Amendment:	<i>Parliamentary Procedures Made Easy pp. 10-11</i>
An amendment is a method used to modify a motion that has already been presented in such a manner that it will be more helpful to the members.	
There are three reasons to amend a motion	
1. To add something to the motion which it did not contain	
2. To subtract or eliminate something from a motion what was original a part of it.	
3. To both add and subtract something from the original motion	
The process:	
1. State your amendment in the form of a motion (see Meeting 1) – you can only propose one amendment at a time, you may amend an amendment	
2. It must have a second and discussion upon just the amendment, not the motion again	
3. It must be voted on 'as an amendment' first, then as a motion	

Activity 9: Research the political parties in Washington (continued)

Life Skill Objectives: Contributions to a group effort, Self-responsibility

EALR: Communication 1.2 Understands, analyzes, synthesizes, or evaluates information from a variety of sources

Have delegates or groups report their findings in order to fill out the “Political Parties in Washington Matrix” in the handout section for this meeting. Use the matrix to answer the questions below. What are some similarities and differences between the various political parties?

Reflect (So What?)

- What is the purpose of political parties?
- Washington’s past primary process called the “Blanket Primary” allowed anyone to elect a party’s candidate in the primary election. Now that the process has changed and voters need to declare a party in order to elect a candidate, how has the power of the party changed in electing candidates? Do you think parties are more or less influential in choosing a candidate?

Apply (Now What?)

- According to what the delegation has learned about these political parties, what opinions do you think the various political parties have on the following topics? Education, Environment, Immigration, Safety, and Security
- Do you identify with parts of more than one party’s platform? What would that mean for you when you go to vote for a candidate?
- Who or what influences political parties?
- Have each delegate choose one plank from a specific party to explore before the next meeting and share what you find out with your delegates.

Activity 10: Political Party Platforms

Life Skill Objectives: *Contributions to a group effort, Self-responsibility*

EALRs: *Reading 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in informational text*

Reading 3.2 *Read to perform a task*

Civics 1.2.3b *Analyze why democratic ideals demand that people work together to reduce the disparity between those ideals and reality*

Each political party has a platform made of planks sent in from their members. The national organizations review submitted planks with varying processes and adopt a platform every four years at their national convention. Each state also has a party platform with varying processes and timelines of adoption.

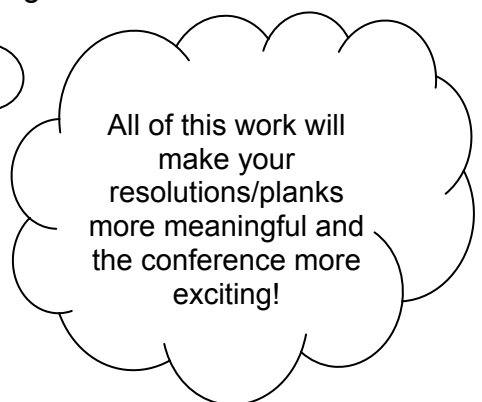
Hand out “Education Planks from the Eight Political Parties in Washington”.

Reflect (So What?)

- Find similarities and differences between the platforms.
- Guess the party that is responsible for each excerpt.

Apply (Now What?)

- Now that you know the party associated with each excerpt, does it change your opinion about the party?
- Why or why not?



Activity 11: Identify/research issues of importance

Life Skill Objectives: *Critical Thinking, Concern for Others*

EALRs: Writing 2.2 Writes for different purposes

Civics 4.1.3b Analyze why democracy requires citizens to deliberate on public problems and participate in collective decision making.

Civics 4.2.3a Engage in oral and written civic discourse to analyze pressing controversial issues and evaluate competing solutions.

The 4-H KYG Core Committee identified eight topics they wanted delegations to focus on when submitting planks for consideration for the 4-H KYG Party Platform. These topics are **Education, Immigration, Election Reform, Environment, Health Care, Energy, Security & Safety, and Economy**. If you have eight (8) or more delegates, you will need to submit one resolution/plank for each topic area. If you have less than eight (8) delegates, email [Marianne Walters](mailto:Walters@olympus.net) at walters@olympus.net prior to this meeting with the number of delegates in your county and you will receive the list of randomly assigned topic areas for which you need to submit a resolution/plank. You will still need to submit one for each youth in your delegation up to 8. Your resolutions/planks are due to [Sabrina Wood](mailto:Roze2.4h@gmail.com) at Roze2.4h@gmail.com by January 27th.

As a group, brainstorm issues within these topic areas that are important to you and your county.

Brainstorming is a method of shared problem solving in which all members of a group spontaneously contribute ideas. Remember that everyone's idea counts. Consider these four points:

1. **Focus on quantity:** The assumption is that the greater the number of ideas generated, the greater the chance of producing an effective solution.
2. **No criticism:** Put criticism 'on hold'. By suspending judgment, one creates a supportive atmosphere where participants feel free to generate unusual ideas.
3. **Unusual ideas are welcome:** To get a good and long list of ideas, Welcome unusual ideas. They may open new ways of thinking and provide better solutions.
4. **Combine and improve ideas** Good ideas can be combined to form a single very good idea

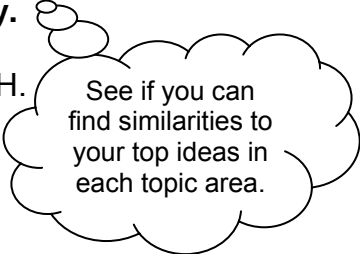
Brainstorm activity-

- ~ List the eight topic areas across the top of several pieces of flip chart paper or a white board
- ~ Set a timer for 5 minutes to do this activity, give each individual five stickers
- ~ Have delegates say or write their ideas on post-it-notes and place under each topic
- ~ Once the time is up, let each participant place a sticker by the five ideas they like the best
- ~ Choose the top idea, the one with the most sticker votes in each topic area, and discuss

Next, as delegates to the 4-H KYG Conference, you are representing your county so it is valuable to find out issues important to members of your community.

Here are some ways to find out what is important to your community & 4-H.

1. Read your local newspaper for ideas. Contact the reporter or people referenced in the article for more information.



See if you can find similarities to your top ideas in each topic area.

2. Review local party platforms. Some political parties have county level organizations with their own party platforms. Use the websites listed with the list of political parties to determine local activities.
3. Divide the topic areas between the delegates and have them call or email community members or state legislators and ask questions about their assigned topic area before the next meeting. See below for suggested questions.

Suggested list of questions include:

- What is an important issue(s) related to _____ (insert topic)?
- Why is it important?
- Is this unique to our county? Our region? Why?
- What is the background concerning this issue?
- Who is in conflict over the issue?
- Is there someone else in the community to talk to about this issue?

Hand out the “Topic Area Interview Sheet” to each delegate for their use as they interview identified experts or political figures in the community. Delegates can divide the interviews by person or topic area. One interviewee may be able to answer questions for more than one topic. In this case, it is better for one person to ask questions on the different topics than for numerous delegates to be contacting the same person.

Reflect (So What?)

- Why is it important to do this research and interview people about these important issues?
- Democracy is a participation sport. Why do you think democracy requires citizens to deliberate on public problems and participate in collective decision-making?



KYG BLOG TIME

Activity 12: Write emails to Legislators

Life Skill Objectives: Nurturing Relationships, Contributions to a group effort

Have delegates get into groups according to their district. Hand out “Sample Email to Legislators” and have each group write an email to their senator and representatives. Each group should have three emails total. Email this in December so Legislators can reserve the dates for the dinner and legislator meetings on their calendars.

At the end of Meeting 2

- Remind delegates about date and location of next meeting
- Remind delegates about fundraising
- Make sure everyone has a job contributing to the research for the resolutions

Handouts for Meeting 2

POLITICAL PARTIES IN WASHINGTON MATRIX

Political Party	Beliefs/Values	Founded nationally/ Recognized in WA	Why? In response to what?	Candidates in County/ Position running for
Washington State Democratic Central Committee				
Washington State Republican Party				
American Heritage Party of Washington				
Constitution Party of Washington				
Green Party of Washington State				
Libertarian Party of Washington State				
Progressive Party of Washington				
Reform Party of Washington				

EDUCATION PLANKS FROM THE EIGHT POLITICAL PARTIES IN WASHINGTON

Read these excerpts from the party platforms

What are the similarities or differences?

Match the education planks with the political party

Washington State Democratic Central Committee www.wa-democrats.org

Washington State Republican Party www.wsrp.org

Christian Liberty Party of Washington www.christianlibertyparty.org

Constitution Party of Washington www.constitutionpartyofwa.com

Green Party of Washington State www.gpows.org/

Libertarian Party of Washington State www.lpwa.org

Progressive Party of Washington www.waproqparty.org

Reform Party of Washington www.reformparty.org

Political Party _____

All teaching is related to basic assumptions about God and man. Education as a whole, therefore, cannot be separated from religious faith. The law of our Creator assigns the authority and responsibility of educating children to their parents. Education should be free from all federal government subsidies, including vouchers, tax incentives, and loans, except with respect to veterans.

Because the federal government has absolutely no jurisdiction concerning the education of our children, the US Department of Education should be abolished; all federal legislation related to education should be repealed. No federal laws subsidizing or regulating the education of children should be enacted. Under no circumstances should the federal government be involved in national teacher certification, educational curricula, textbook selections, learning standards, comprehensive sex education, psychological and psychiatric research testing programs, and personnel.

Because control over education is now being relegated to departments other than the Department of Education, we clarify that no federal agency, department, board, or other entity may exercise jurisdiction over any aspect of children's upbringing. Education, training, and discipline of children are properly placed in the domain of their parents.

We support the unimpeded right of parents to provide for the education of their children in the manner they deem best, including home, private or religious. We oppose all legislation from any level of government that would interfere with or restrict that liberty. We support equitable tax relief for families whose children do not attend government schools.

So that parents need not defy the law by refusing to send their children to schools of which they disapprove, compulsory attendance laws should be repealed.

Political Party _____

We believe the EDUCATION children receive today will determine the success of our nation tomorrow. □□ It is the paramount duty of the State to make ample provision for the education of all children living within its borders while acknowledging that families have the primary authority for educating their children. School boards and parents should be free to determine priorities, emphasizing basic skills and ensuring students learn the Declaration of Independence, the Constitution, history, and economics, and have opportunities for vocational and technical training. □□ As public teachers and professors are in a position of power and paid by taxpayers, it is important that instructors educate but do not indoctrinate their students. We believe that competition in education such as vouchers, tax credits and charter schools will result in wider choices, higher quality, more innovation, and lower costs. We believe that innovation will be hindered by recently-adopted government policies to federalize all student

loans and prohibit internships within private businesses. We support the right of parents to homeschool their children without government interference. □□ A strong, higher-education system is the backbone of any economic recovery. We reject the current administration's practice of shouldering job cuts onto higher education. We fully support continued access for Washington State students, and reject efforts to balance budgets by increasing numbers of out-of-state and foreign students. □□ The Washington State Republican Party strongly encourages every legislative district committee to actively seek out and support candidates for local school boards. Meaningful change will only come about when conservative, compassionate, intelligent citizens manage our local districts on behalf of our families.

Political Party _____

Our Creator has assigned to parents the authority and duty of educating children. All teaching is related to fundamental assumptions about God and man, and cannot be separated from religion. Therefore we support the separation of school and state, "freedom of conscience in education" legislation, and the operation of home schools and private schools unencumbered by government.

The Federal Government has no constitutional jurisdiction over the education of children. Therefore we support the abolition of the US Department of Education, and we oppose all Federal intrusion in education through "Goals 2000," "School-to-Work," subsidies, programs, national teacher certification, goals, guidelines, or any other means.

Political Party _____

"It is the paramount duty of the state to make ample provisions for the education of all children." --The Washington State Constitution - 1889

We believe in full funding of public schools that bring together people of diverse experience, ability, and background for the purpose of learning.

The list of planks has been edited to save room.

We support:

- Publicly funded education at all levels, preschool through university...
- Conflict resolution and other programs that foster non-violent learning environments in our schools
- Educational employees' salaries, retirement benefits, and healthcare benefits that would attract and retain quality personnel
- Identifying and implementing a stable funding source for all basic, gifted, and special education state and federal programs and mandates
- Reduction of class sizes
- Cost-of-living increases for all public school employees
- Schools safe from violence, bullying, harassment, and retribution for staff and students
- Full inclusion of all students into the school environment...
- Full-time counselors, occupational/physical therapists, and school nurses in every school
- Abandoning the WASL as a high school graduation requirement
- Simple majority to pass school levies and bonds
- Eliminating aggressive military recruiting in public high schools

We oppose:

- Charter schools and vouchers
- The commercial exploitation of students
- The link between educational funding and allowing military recruiters on campus
- Organized prayer in public schools

- “No Child Left Behind”
- The teaching of pseudo-sciences like the teaching of intelligent design

Political Party _____

This party’s National Platform does not include an education platform.

Political Party _____

The Reform Party SUPPORTS equal access to and accountability for education.

Equal access and accountability for education means that every child should have access to a quality education. It also means that school administrations, teachers, and school boards must be held accountable for student learning and performance without “teaching to the test” or being over-burdened with repeated standardized testing. Teachers should be paid in a way that matches their skill and criticality to our society.

A quality education for our citizens is the cornerstone of our country’s future. Without an educated electorate and workforce, our nation will not be able to maintain and improve our standard of living.

Political Party _____

This party’s National Platform does not include an education platform.

Political Party _____

This party supports equal access to high-quality education, and sharp increases in financial aid for college students.

A great challenge facing the people of the United States is to educate ourselves to build a just, sustainable, humane and democratic future, and to become responsible and effective citizens of the local and global communities we share. This party believes every child deserves a public education that fosters critical and holistic thought, and provides the breadth and depth of learning necessary to become an active citizen and a constructive member of our society. We do not believe our public school system, as it presently operates, helps us reach that goal.

This party is strongly opposed to the dissolution of public schools and the privatization of education. We believe that the best educational experience is guaranteed by the democratic empowerment of organized students, their parents and communities along with organized teachers.

We must stop disinvestment in education and instead put it at the top of our social and economic agenda. Effective schools have sufficient resources. Too many of our teachers are overworked, underpaid, and starved of key materials. We also must be more generous to our schools so that our children will learn what generosity is, and know enough to be able to be generous to us in return.

This party believes in education, not indoctrination. We do not think that schools should turn our children into servile students, employees, consumers or citizens. We believe it is very important to teach our children how to ask good questions.

Unfortunately, we often expect too little from our students, teachers and schools. We must teach our children and teenagers to be leaders, and challenge them with great works of literature, economics, philosophy, history, music, and the arts.

A quarter century of generous corporate funding from the likes of the Bradley and Wal-Mart Family Foundations and a decade of No Child Left Behind have given birth to a vast, well-endowed and lucrative sector which seeks to dismantle, privatize, or militarize public education, and destroy teachers unions. Regimes of high stakes testing and the wholesale diversion of resources away from public schools are provoking crises for which the bipartisan corporate consensus recommends Chicago-style school closings or the Katrina-style dissolution of entire school districts and their replacement by selective, unaccountable and often highly profitable charter schools. This party is unalterably opposed to the dissolution of public schools and the privatization of education. We believe that the best educational experience is guaranteed by the democratic empowerment of organized students, their parents and communities along with organized teachers.

This party views learning as a lifelong and life-affirming process to which all people should have access. We cannot state more forcefully our belief that in learning, and openness to learning, we find the foundation of our Platform.

We recommend the following actions:

- Eliminate gross inequalities in school funding. Federal policy on education should act principally to provide equal access to a quality education.
- Provide free college tuition to all qualified students at public universities and vocational schools.
- Oppose the administration of public schools by private, for-profit entities.
- Increase funding for after-school and daycare programs.
- Promote a diverse set of educational opportunities, including bi-lingual education, continuing education, job retraining, distance learning, mentoring and apprenticeship programs.
- Give K-12 classroom teachers professional status and salaries commensurate with advanced education, training and responsibility.
- Teach non-violent conflict resolution and humane education at all levels of education.
- Prohibit advertising to children in schools. Corporations should not be allowed to use the schools as vehicles for commercial advertising or corporate propaganda.
- Provide healthy school meals that are rich in vitamins, minerals, protein and fiber, and offer plant-based vegetarian options. Support Farm-to-School programs that provide food from local family farms and educational opportunities.
- Ban the sale of soda pop and junk food in schools. Junk food is defined as food or beverages that are relatively high in saturated or trans fat, added sugars or salt, and relatively low in vitamins, minerals, protein and fiber.
- Oppose military and corporate control over the priorities and topics of university academic research.
- Expand opportunities for universal higher education and life-long learning.
- Make student loans available to all college students, with forgiveness for graduates who choose public service occupations.
- Repeal the No Child Left Behind Act
- Include a vigorous and engrossing civics curriculum in later elementary and secondary schools, to teach students to be active citizens.
- Encourage parental responsibility by supporting parenting and increasing opportunities for parents to

be as involved as possible in their children's' education. Values start with parents. Teaching human sexuality is a parental and school responsibility.


- Expand arts education and physical education opportunities at school.
- Recognize the viable alternative of home-based education.
- Oppose efforts to restrict the teaching of scientific information and the portrayal of religious belief as fact.
- Provide adequate academic and vocational education and training to prisoners.
- We urge that our nation amend its 'binding declaration' with respect to the "Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict" to join the rest of the world in setting 18 as the absolute minimum age for military recruitment.
- No person should be permitted to sign away eight (8) years of their life to the armed forces, without full written disclosure of what is expected of them and what they can expect in return from the government. We demand that the practice of deceiving prospective service recruits about the truth of their service contract be recognized as a fraudulent practice and sufficient grounds for revoking an enlistment contract. Current practices holding individuals legally to all the terms of their military service contract should also apply to the government.
- We demand an end to the militarization of our schools. JROTC programs are an expensive drain on our limited educational resources and a diversion from their important mission to prepare our young to assume their role in a peaceful tomorrow. ASVAB testing is being used to mine public school student bodies for data to support military recruiting. Forbid military access to student records. The Pentagon's Recruitment Command is misdirecting public tax dollars on manipulative campaigns that prey on our young. We insist that local education authorities stand up to these destructive practices.

TOPIC AREA INTERVIEW SHEET

Topic Area: _____

	Name:	Name:	Name:
What is an important issue(s) related to (insert topic)?			
Why is it important?			
Is this unique to our county? Our region? Why?			
What is the background concerning this issue?			
Who is in conflict over the issue?			
Is there someone else in the community to talk to about this issue?			

SAMPLE EMAIL TO LEGISLATORS



Legislators are busy but enjoy meeting with their constituents. Include the optional paragraph below so you can get on their calendars early.

Dear (Senator or Representative) _____:

We are 4-H members from _____ County in your district who plan to be in Olympia, February 18th -21st 2012, for the "Washington State University Extension 4-H Know Your Government" Conference entitled "**Decision 2012.**" Our goal is to learn more about political parties and elections.

We are also interested in issues currently addressed by the Washington Legislature. We would like to learn more about your views and share our views through a 4-H KYG Party Platform created at conference. You are invited to join us for dinner on Monday, February 20th at the Red Lion Hotel, Olympia. A formal invitation will be mailed to you separately.

Thank you for your continued interest in the 4-H Know Your Government program. We look forward to visiting with you and sharing information about this 4-H program.

If your schedule permits, we would like to make an appointment to visit your office Monday, February 20th or Tuesday, February 21st. Please let us know what time is most convenient for you.

We can be contacted by calling _____ . Please ask to speak to

Sincerely,
(Signature of conference delegates)

MEETING 3: CAMPAIGNS AND VOTING

Objectives of Meeting 3

- ❖ Collect registration forms and fees
- ❖ Create resolutions to support planks
- ❖ Learn about Washington State Election process
- ❖ Pick county candidate and campaign roles
- ❖ Discuss how to distinguish between a candidate's views and his or her party's platform
- ❖ Learn about Instant Run-off Voting and the Electoral College

Before Meeting 3

- Review Meeting 3 material in the Curriculum Packet
- Review "IRV Flash Animation" at <http://archive.fairvote.org/?page=2271>
- Materials needed:
 - Paper and writing utensils for delegates who forget
 - Internet to access Instant Run-off Voting video:
<http://archive.fairvote.org/?page=2271>
 - Make copies of:
 - Sample Resolution
 - Campaign Roles
 - Letter of Intent
 - Campaign Techniques
 - Public Speaking Feedback Form
 - How Instant Run-off Voting Works

Meeting 3 Activities

Activity 13: Collect Registration Materials and Fees

Life Skill Objective: Self-responsibility

Collect registration forms and fees. Discuss alternate plans in case a delegate has forgotten their forms.

Parliamentary procedure practice:

Keeping Order

Parliamentary Procedures Made Easy pp. 16-17

There are some helpful tools to keep you meeting on track and the business moving ahead in a positive manner.

First, the presiding official should set an agenda or order of business for the meeting. A standard of order is on page 5 of *Parliamentary Procedures*.

There are actions that will help you move a meeting forward. If you learn how to use these effectively, you will be able to move your ideas and motions ahead more powerfully and efficiently:

1. *To call for previous question-or Parliamentary Inquiry-* if a member of the group makes this request it will end the debate and require an immediate vote on the motion. It requires a second be made upon it. There is no debate but must be voted upon with a 2/3 majority vote.
2. *Lay on the table-* of this motion is to enable the group, in order to attend to more urgent business, to lay aside the pending question in such a way that its consideration may be resumed at the will of the group. In other words, .

- | |
|---|
| 3. <i>Point of Order</i> - this keeps a group functioning according to parliamentary procedures and calls attention to a violation of rules |
| 4. <i>Postpone Indefinitely</i> - this suppresses a motion and prevents a vote on it The object of this motion is not to postpone, but to reject, the main motion, without incurring the risk of a direct vote on it. It is made only by the enemies of the main motion when they are in doubt as to their being in the majority. It requires a second be made upon it, discussion taken and a majority vote. |
| 5. <i>Move to Previous Question</i> - when an motion or amendment has been debated enough or not moving in the direction a group wishes it to go they may call for Previous Question. After this happens it cannot be debated or amended further and must be voted upon immediately. |

You will be able to practice these skills in the next activity. Remember to decide upon a presiding official and at least 2 youth to act as parliamentarians.

Activity 14: Identify/research issues of importance (continued)

Life Skill Objectives: Accepting Differences, Decision Making, Conflict Resolution

EALR: Communication 2.2 Uses interpersonal skills and strategies in multicultural context to work collaboratively, solve problems, and perform tasks.

Have delegates report the information they found out during interviews and newspaper and local party platform research. Use Parliamentary Procedure to decide which issues should be further researched, and developed. These will eventually be submitted from the delegation to the Core Committee for consideration for the KYG Party Platform. A delegation can send in more than one resolution/plank per topic area once they have met the minimum requirement of one per person or eight (8) per delegation if it has eight (8) or more delegates.

Activity 15: Creating a Resolution/Plank

Life Skill Objective: Critical Thinking

EALRs: Writing 2.2 Writes for different purposes

Civics 1.2.3b Analyze why democratic ideals demand that people work together to reduce the disparity between those ideals and reality

Civics 4.2.3a Engage in oral and written civic discourse to analyze pressing controversial issues and evaluate competing solutions.

At the conference, the KYG party will create a platform from submissions from county delegations. The submission will be in the form of a resolution. A resolution is a series of statements describing background information and justifications leading to the plank, which will be considered for the platform. Hand out “Sample Resolution,” found in the handout section for this meeting.

Ask the delegates what they notice about the resolution and why this format would be helpful at the conference. One answer is that it gives those delegates from other parts of the state reasons why this plank is important and why it should be included in the platform.

There is no length requirement for each resolution, however, remember that delegates from all over the state will be considering these resolutions/planks for inclusion in the party platform. Your resolution should be as complete as needed to convey the importance of your plank.

Assign delegates to complete the resolutions/planks before the next meeting. Remember! These resolutions/planks are due by **Monday, January 27th** to *Sabrina Wood* at Roze2.4h@gmail.com

Activity 16: Elections: How do they work?

Life Skill Objective: Critical Thinking

Background on elections:

Federal races elect the United States President and Vice President, U.S. Senators, or U.S. Representatives

State races elect state executive, legislative and judicial officials

Local races elect offices for county, city and other local positions.

Washington statewide elections are held to choose our federal senators, out state executives such as the governor, and Washington State Supreme Court Justices. Local elections include all other elected positions. Some local elections are by district (congressional, legislative, Court of Appeals), county (sheriff, prosecuting attorney, Superior Court), city or town (city council) or within a city (school board).

Washington uses a “Top 2 Primary.” In Top 2 Primary, candidates may declare their political party preference. However, a candidate’s stated preference is not an endorsement by the party. In fact, candidates can (and do) make up their own parties! Every third Tuesday in August, Washingtonians may vote for any candidate, regardless of the candidate’s party preference. In some states, voters must declare their affiliation to a party when they register, and may only vote in that party’s primary. In a Top 2 Primary, the two candidates who receive the most votes in the primary will advance to the General Election in November regardless of party preference. It is possible for two candidates with the same party preference to both advance to the General Election.

The Tuesday after the first Monday of November is Election Day nationwide. In the General Election, voters make their final selection for representation. In Washington, local county, and city representation is typically decided in odd-year General Elections, while federal and statewide candidates appear on the ballot in even years.

After some votes have been counted, some races are too close to call. If the first vote count results in less than a 0.5% difference in any race, all ballots are automatically required to be counted again by machine. If the results are still less than 0.5% difference, the ballots must be counted by hand.

Optional Activity: Elections: how do they work? Handout answers:

Top 2 Primary

WA primary is in August. The candidate pool is narrowed and the top two vote getters in each race move ahead to the General Election.

General Election

Every November, voters make their final selection for representation, from federal and state, to local races, Nationally, this is referred to as “election Day,” but in WA people can vote up to 2 weeks before an election!

Detour: Recount

If the first vote county results in less than a 0.5% difference in any race, all ballots are automatically required to be counted again by machine. If the results are still less than 0.5% difference, the ballots must be counted by hand.

Election Certification

After all the votes have been counted (and maybe recounted), WA’s Secretary of State certifies the winners of the election.

Inauguration

Candidates are officially sworn in and assume their new responsibilities in January.

Reflect: (so what?)

- Some people vote regularly. Others vote rarely, if at all. Why is this?
- People ages 18-24 are the least likely to vote Why do people in this age group let others decide important issues by not voting when many have different opinions and values than older Americans?

Apply: (now what?)

- If you are 18, go register to vote.

Activity 17: Political Campaigns

Life Skill Objectives: Communication, Contributions to a group effort

Another aspect of the 4-H KYG Conference is nominating a 4-H KYG candidate. Each county delegation offers a candidate and the rest of the delegation serves as the campaign team. A candidate may be chosen in a variety of ways and the process used is a local decision.

Once a candidate has been chosen, the rest of the delegation must choose their roles. **It is the responsibility of the County Coordinator to ensure that each delegate has a job that fits his or her interests and strengths and to ensure the work is evenly spread across the delegation.**

Hand out “Campaign Roles” and review. Have delegates choose their roles. If you have enough delegates, your county may have teams assigned to each department.

Now that the team is created, it is time to work on the campaign to get your candidate elected. Any political campaign is made up of three elements: **message, money, and machine.**

The **message** is a concise statement saying why voters should pick a candidate. Simple examples might include:

- John Doe is a businessman, not a politician. His background in finance means he can bring fiscal discipline to state government.
- As our society faces a rapid upswing in violent crime and an ever-worsening education system, we need leaders who will keep our streets safe and restore accountability to our schools. Jane Doe is that leader.
- Over the past four years, John Doe has missed over fifty City Council meetings. How can you lead if you do not show up? Jane Doe will not turn a blind eye to the government.

The message is one of the most important aspects of any political campaign. The habit of modern Western media outlets of taking short excerpts from speeches has resulted in the creation of the term “sound bite.” In a modern political campaign, the message must be carefully crafted before it is spread. Major campaigns will spend hundreds of thousands of dollars on opinion polls and focus groups in order to figure out what message is needed to reach a majority on Election Day.

Your candidate will have several opportunities to share their message prior to the use of instant run-off voting to determine the top three candidates:

- The 4-H KYG Candidate blog – once your candidate’s letter of intent has been submitted to Melissa Brown, it will be posted for you on the KYG BLOG
- Letter of intent and photo included in Voter’s Pamphlet distributed at conference (see “Letter of Intent” in handout section, due by January 27th)
- Campaign speeches and materials at conference

If your candidate becomes one of the top three candidates, they will have more opportunities to share their message:

- A Q&A session (each candidate will have two minutes for an opening statement, one minute each to respond to each question, and two minutes for a closing statement)
- Candidate speeches on the final day (five-minute limit)

Fundraising techniques to raise **money** include having the candidate call or meet with large donors, sending direct mail pleas to small donors, and courting interest groups who could end up spending millions on the race if it is significant to their interests.

Finally, '**machine**' represents human capital, the foot soldiers loyal to the cause, the true believers who will carry the run by volunteer activities. Successful campaigns usually require a campaign manager and some staff members who make strategic and tactical decisions, while volunteers and interns canvass door-to-door and make phone calls.

Use your team to create a formal strategy known as a **campaign plan** by using the above information and the methods on the handout "Campaign Techniques." You may want delegates to begin preparing campaign materials, policy papers, sample debate questions, and speeches for review at the next meeting.

It will be especially important to make time for your candidate to practice his/her speeches or prepare for the Education and Immigration debates with sample questions. As the campaign team, it is your job to prepare the candidate and provide constructive feedback about his/her public speaking abilities and how he/she might make improvements. Use the "**Public Speaking Feedback Form**" for delegates to use when their candidate is practicing speeches or preparing for the Education and Immigration debates.

Your strategy may include how to elicit support from counties without a candidate, especially after the first vote. The **4-H KYG Voter's Pamphlet** will include the counties in attendance and those with or without candidates.

Use all of this information to create your campaign team. Each delegate should have a job on the campaign team, such as, candidate, campaign manager, field/ground manager and team, communications manager and team, policy manager and team, fundraising manager and team, technology manager and team, etc.

Reflect (So What?)

- If you were supportive of a candidate, would you participate in their campaign? Why or why not?
- What are instances where you would be supportive of a candidate that did not follow their party platform?
- What are instances where you would not be supportive of a candidate that did follow their party platform?

Apply (Now What?)

- With so many people against negative campaigning (examples include attack ads or fear mongering), why do you think politicians still do it?



KYG BLOG TIME

- Why are television commercials so important to a political campaign? What could citizens do to make television commercials less important to campaigns?
- Candidates may identify with a particular party but may not agree with the entire platform. How important is a party platform if the candidate differs from it on issues? How can a voter separate the candidate from the platform? Should voters do this or should they judge a candidate by their party only?

Activity 18: Instant Run-off Voting

Life Skill Objective: Critical Thinking

EALRs: Reading 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in informational text

Reading 3.2 Read to perform a task

Civics 1.3.3a Examine and evaluate how citizens use and influence governmental institutions and processes to solve problems.

Civics 2.1.3a Examine and explain constitutional principles that establish and limit government.

In elections with two candidates or choices, the one with the most votes earns a simple majority and is declared the winner. However, what about the elections where there are three or more candidates? In these elections, the person with the most votes wins, even if they receive less than fifty percent of the vote. This means that a majority of the voters actually preferred someone other than the person who was elected. For example, in an election with three candidates, Candidate A earns 25%, Candidate B earns 35% and Candidate C earns 40%. Candidate C wins, however, 60% of the votes preferred someone else.

Under Instant Run-off Voting (IRV), voters rank candidates in order of preference. If a candidate receives a majority of the first choices, he or she is elected. If no candidate receives a majority, the candidate with the fewest first choices is eliminated. Voters who ranked the eliminated candidate first now have their ballots counted for their second choice. This process continues until one candidate earns a majority. Hand out “How Instant Runoff Voting Works” and follow the flowchart.

By ranking candidates, voters are able to express their true preferences without worrying about wasting their votes or spoiling the election and helping elect their least favorite candidate.

Candidates need to build a base of first choice support, but also reach out to the broader voting population in order to be acceptable to the majority.

(Above excerpt taken from www.Instantrunoff.com)

To see this process in action, view the FairVote presentation, “IRV Flash Animation” at <http://archive.fairvote.org/?page=2271> created by FairVote on their website www.Instantrunoff.com.

If you have more than three people running for your county candidate position, use IRV to determine your county candidate.

Activity 19: Electoral College

Life Skill Objective: Responsible Citizenship

EALRs: Reading 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in informational text

Reading 3.2 Read to perform a task

Civics 1.3.3a Examine and evaluate how citizens use and influence governmental institutions and processes to solve problems.

Civics 2.1.3a Examine and explain constitutional principles that establish and limit government.

Review with delegates the following information about the Electoral College process used to elect the President and Vice President of the United States.

History

The Electoral College is intended to dilute the votes of population centers that may have different concerns from the majority of the country. The system is designed to require presidential candidates to appeal to many different types of interests, rather than those of a specific region or state.

In the Federalist Papers No. 39, James Madison argued that the Constitution was designed to be a mixture of federal (state-based) and national (population-based) government. The Congress would have two houses, one federal and one national in character, while a mixture of the two modes would elect the President, giving some electoral power to the states and some to the people in general. Both the Congress and the President would be elected by mixed federal and national means.

The election of the President of the United States and the Vice President of the United States is indirect. Presidential electors are selected on a state-by-state basis as determined by the laws of each state. State political parties typically nominate their electors. Currently each state uses the popular vote on Election Day to elect electors. Although ballots list the names of the presidential candidates, voters within the 50 states and the District of Columbia are actually choosing Electors from their state when they vote for President and Vice President. These Presidential Electors, in turn, cast the official (electoral) votes for those two offices. Although the nationwide popular vote is calculated by official and media organizations, it does not determine the winner of the election.

The size of the Electoral College has been set at 538 since the election of 1964. Each state is allocated as many electors as it has Representatives and Senators in the United States Congress. Since the most populous states have the most seats in congress, they also have the most electors. The states with the most are California (55), followed by Texas (34), and New York (31). The smallest states by population, Alaska, Delaware, Montana, North Dakota, South Dakota, Vermont, and Wyoming, have three electors each. Because the number of representatives for each state is determined decennially by the United States Census, the electoral votes for each state are also determined by the Census every ten years. The number of electors is equal to the total membership of both houses of Congress (100 Senators and 435 Representatives) plus the three electors allocated to the District of Columbia, totaling 538 electors. A candidate must receive a majority of votes from the Electoral College (currently 270)

to win the Presidency. If in either election for President or Vice-President no one receives a majority, Congress determines the election. The House votes with each state's delegation casting one vote for presidential candidates, and the Senate votes for vice presidential candidates.

The above excerpts are from www.Wikipedia.com-Electoral College

Reflect (So What?)

- What are the advantages and disadvantages of IRV and Electoral College?
- What problem did the Electoral College system of voting solve?
- How is the Electoral College outdated or ineffective?
- What is an alternative?
- Why do you think IRV is not widely used currently?

- How can a presidential candidate win the popular vote but not receive the required 270 Electoral College votes? (Answer: To receive the Electoral College votes, a candidate only needs to earn 51% of the popular vote. Regardless of how many voters in California vote for a candidate, that candidate only receives 55 Electoral College votes. The most populous states might have a large number of voters voting for a particular candidate, however, the Electoral College votes is a set amount, regardless of magnitude of margin.
- How many votes does Washington get? Based on what? (Answer: Washington gets 11 electoral college votes based on two senators and nine representatives.)

Apply (Now What?)

- We elect people to represent our interests in communal decisions affecting us. As the American Revolutionaries famously cried: “not taxation without representation!” felons, 16 and 17 year olds, and legal resident aliens pay taxes but cannot vote. Learning from the past, should these groups be able to vote and why?

At the end of Meeting 3

- Remind delegates about date and location of next meeting
- Remind delegates about fundraising
- Make sure delegates know their roles and what needs to be prepared for the campaign and the resolutions for the next meeting

Handouts for Meeting 3

SAMPLE RESOLUTION

Please use the following format when submitting resolutions. The “Whereas” statements are your background and/or justification for your issue. The last line, “Now, Therefore, Be It Resolved” should be the plank you want adopted as part of the 4-H KYG Party Platform.

_____ (Insert County Name) County
_____ (insert topic area) Resolution,
_____ by (insert delegates’ names)

At least three supporting statements for facts (Whereas clauses):

Plank (Now, Therefore, Be It Resolved...) _____

EXAMPLE

Thurston County Education Resolution, by Melissa Beard and Jan Klein

WHEREAS, The State Land Grant Universities Extension to the residents of the states was established by Congress and the Department of Agriculture in 1914; and

WHEREAS, Out of that system grew 4-H Youth Development, an organization committed to the education and life skills of American’s youth; and

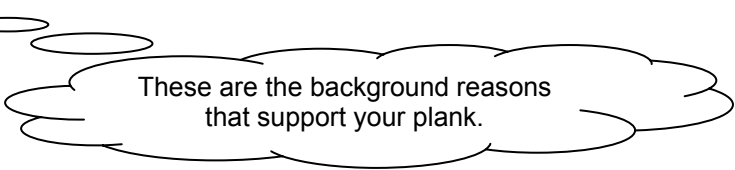
WHEREAS, Building on its origins as corn clubs for boys and canning clubs for girls, the 4-H Youth Development Program continues to be the largest informal education program for boys and girls. Over 7.3 million youth, ages five to 19, from all fifty states and around the world in 83 countries, participate each year and develop knowledge and skills they will need to become competent, caring, productive, and contributing citizens of the world. The 4-H Program is very diverse in the project areas and educational programs it offers young people as well as in the audience it reaches; and

WHEREAS, 4-H Youth Development, in conjunction with WSU Extension has members in all of Washington’s 39 counties; and

WHEREAS, Members have many choices of projects in many different education fields, including social sciences, the arts, animal sciences, family and consumer sciences, environmental stewardship, engineering and technology, and plant sciences; and

WHEREAS, This greatly expanded and enhanced education of nearly 60,000 of our young people in Washington is due to the hard work and education of Extension educators and program staff from Washington State University, in concert with over 6,800 adult volunteers; and

WHEREAS, 4-H Youth Development supports the annual 4-H Know Your Government Conference that allows delegates to experience different aspects of government and civic involvement;



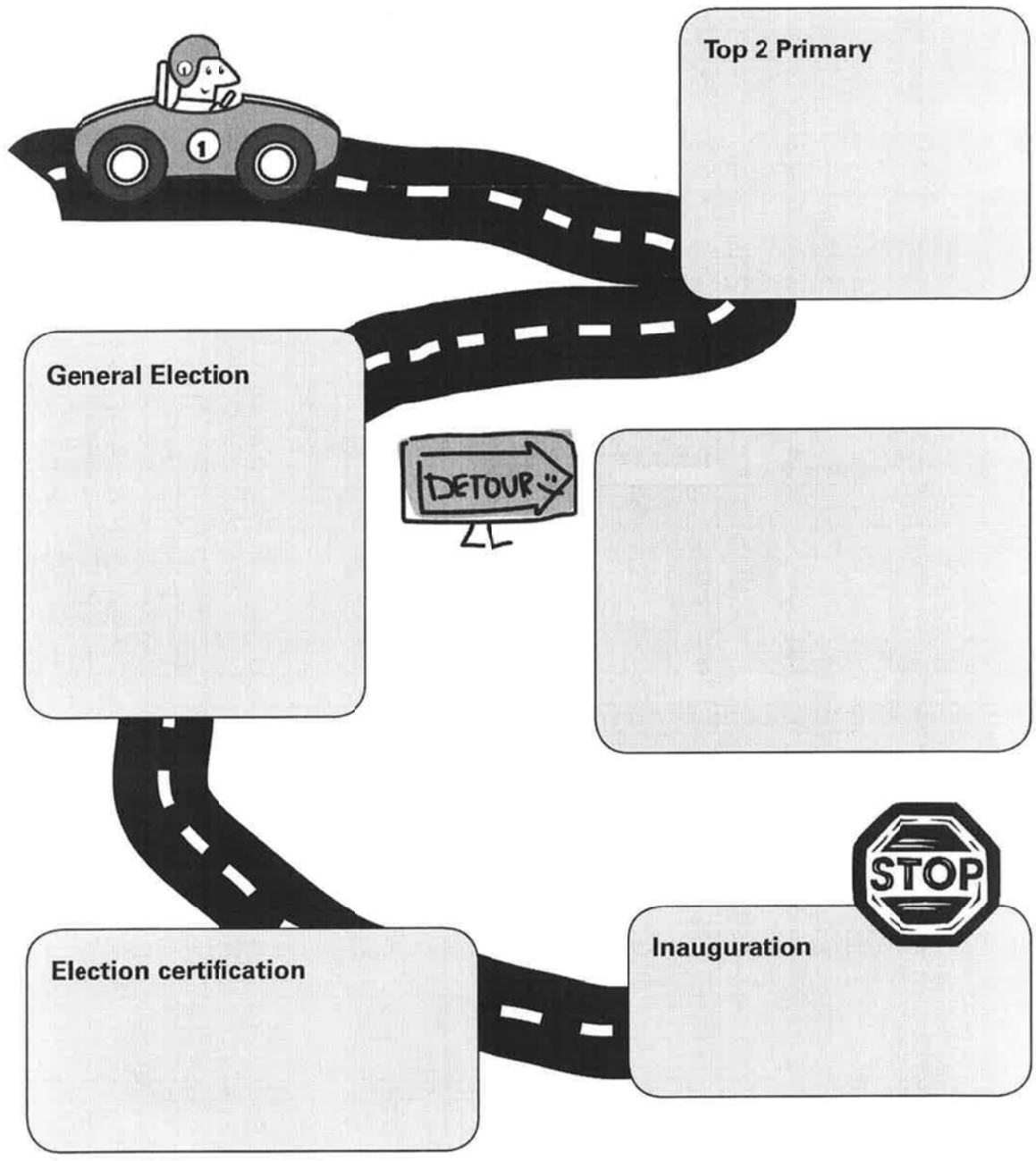
These are the background reasons that support your plank.

NOW, THEREFORE, BE IT RESOLVED, that 4-H is an integral education program and the annual 4-H Know Your Government conference should be financially supported by the Washington State Legislature.



This is the plank!

Elections: how do they work? Describe each stage of the election process in your own words:



CAMPAIGN ROLES

A campaign is usually overseen by a **campaign manager**. The campaign manager coordinates the campaign making sure that the rest of the staff and the campaign's consultants are focused effectively on winning the election. While campaign managers are often the lead strategists in local campaigns, larger campaigns hire consultants to serve as strategists and the campaign manager focuses mostly on coordinating the campaign staff.

Under the campaign manager are department directors who coordinate specific aspects of the campaign. See examples below. At the bottom of the totem pole are the interns and volunteers who perform the least glamorous tasks of the campaign. These can include addressing envelopes, entering data into databases, and canvassing voters on behalf of the campaign.

Departments and their Purposes

Field/Ground Department

The field department focuses on the "on-the-ground" organizing that is required to personally contact voters through canvassing, phone calls, and staging local events. In addition to voter persuasion and voter identification, field staff will often provide information for the campaign headquarters as to what is going on in the communities in which they work. Field staffers are the primary liaison between the campaign and local influentials such as interest group leaders and prominent community activists. Field departments are also often primarily responsible for the local distribution of "chum" (signs, bumper stickers, buttons, and other such materials).

What this means for the conference: These delegates are in charge of marketing; creating campaign signs, buttons, etc., and planning for the table display on the first night of the conference.

Communications Department

The communications department oversees both the press relations and advertising involved in promoting the campaign in the media. They are responsible for the campaign's message and image among the electorate. This department must approve press releases, advertisements, phone scripts, speeches, and other forms of communication before they are released to the public. The staffers within this office vary widely but typically include press secretaries who coordinate the campaign's relations with the press and a rapid response director who makes sure that the campaign responds quickly to the attacks of the other campaigns.

What this means for the conference: These delegates are in charge of writing speeches and the letter of intent and preparing the candidate for the debate on Monday night.

Policy Department

Researching and developing a set of policies requires a large team to research and write each plank. Researchers also provide information to the campaign on issues and the backgrounds of candidates. This is called opposition research. Smaller campaigns often assign these tasks to the communications department. Most campaigns for legislative seats do not have a full policy department, as the central campaign office works out party platforms. Other races, such as a presidential or mayoral race, will require a wide array of policy positions to be developed in-house. For the 4-H KYG campaign, it might make sense to assign a topic area(s) to each delegate so they can prepare a policy paper and sample questions to prepare their candidate for the debates or voter questions. The delegate(s) assigned might also be the person (people) that prepared the resolution for the county. Based on the number of delegates, these same people might be writing speeches for each topic, especially for Education and Immigration, or

they may hand their research over to the communications department. **What this means for the conference: These delegates are in charge of researching and providing their candidate information on the eight topic areas. Questions to research: What key points from our resolutions could be used in speeches? What other viewpoints will the candidate encounter while at the conference? The communications team to help write speeches and the letter of intent and prepare candidate for debate on Monday night will use this information.**

Fundraising Department

The finance department coordinates the campaign's fundraising operation and ensures that the campaign always has the money it needs to operate efficiently. The techniques employed by this campaign vary based on the campaign's needs and size. Small campaigns often involve casual fundraising events and phone calls from the candidate to donors asking for money. Larger campaigns will include everything from high-priced sit-down dinners to e-mail messages to donors asking for money. **What this means for the conference: These delegates are in charge of raising money for campaign materials by asking for donations, etc.**

Compliance and Legal Department

The compliance and legal department makes sure that the campaign is consistent with the law and that the campaign files the appropriate forms with government authorities. This department is also responsible for all financial tracking, including bank reconciliations, loans, and backup for in-kind donations. (This role may not be needed for the conference.)

Technology Department

The technology department designs and maintains campaign technology such as websites. While small campaigns have a volunteer or two who know how to use computers, large campaigns will have armies of computer professionals spread across the state or country handling everything from websites to blogs to databases. 4-H KYG will have a blog website for delegates to use for campaign purposes. **What this means for the conference: These delegates are in charge of emailing the resolutions/planks and letter of intent/ candidate photo in on time. They are also in charge of posting necessary information and responding on the 4-H KYG blog**

<https://www.blogger.com/i.g?inviteID=8843869472600872171&blogID=4648552686614974464>

Scheduling and Advance Department

The scheduling and advance department makes sure that the candidate and campaign surrogates are effectively scheduled to maximize their impact on the voters. This department also oversees the advance people who arrive at events before the candidate to make sure everything is in order. Often, this department will be a part of the field department. The scheduling coordinator may be responsible for developing and executing events for small campaigns. The scheduling coordinator typically manages the candidate's personal and campaign schedule, manages the field and advance team schedules, and gathers important information about all events the candidate and campaign team will attend. Candidates and others members of the campaign must bear in mind that only one person should oversee the details of scheduling. Fluid scheduling is one of the many keys to making a profound impact on voters. **What this means for the conference: These delegates are in charge of following up with legislators about the Virtual Community Caucus and Legislative breakfast. They make appointments with legislators and/or plan an Alternate Tour/Meeting opportunity.**

The above excerpts were taken from Wikipedia.org-Political Campaign Staff

LETTER OF INTENT

Each candidate to represent the 4-H KYG Party must submit a **letter of intent and photo** (.jpg file) by January 27th via *Melissa Brown* at melissa.j.brown@email.wsu.edu

A letter of intent to run for office is a simple way for the 4-H KYG committee to know who is running. This letter will be included in the voter's pamphlet. In actual elections, candidates must "file" with the county government. In this case, we would like a letter of intent instead. At a minimum, please include the following in your letter:

- Who you are and your grade in school
- Your county
- What projects you been involved with in 4-H
- Future plans
- Why you want to run
- What issues are important to you

SAMPLE

This is a letter of intent to inform you that I have decided to seek the 4-H KYG party nomination for the 2008 election. My name is John Smith. I live in Cedar County and I am 18 years old. I have been involved in 4-H for over 8 years, focusing on robotics and leadership projects.

I am currently a student at Cedar Valley High and plan to transfer to a four-year college to get a degree in education.

I want to represent the 4-H KYG party because I believe that our party is the future of politics, and I want to be a part of that.

Issues important to me include: transportation/infrastructure, higher education, the environment, and promoting the democratic platform.

CAMPAIGN TECHNIQUES

A campaign team must consider how to communicate the message of the campaign, recruit volunteers, and raise money. Campaign advertising draws on techniques from commercial advertising and propaganda. The law, available resources, and the imagination of the campaign's participants limit the avenues available to politician when distributing their messages. These avenues include:

- The public media, that may run the story that someone is trying to get elected (free or earned media)
- The paid media, that consists of paid advertisements on TV, radio, newspapers, billboards, and the Internet
- Holding protests, rallies, and other similar public events
- Holding mass meetings with speakers
- Using strategy to win a campaign
- Writing directly to members of the public
- Communicating face-to-face with members of the public, either at events, in the street or on the doorstep
- Cold-calling members of the public over the phone
- Distributing leaflets or selling newspapers
- Websites, online communities, and solicited or unsolicited bulk mail
- Micro targeting to help identify and target small demographic slices of voters
- Whistle-stop tour - a series of brief appearances in several small towns
- Coattail effect - using endorsements of other celebrated party members to boost support

The above excerpt was taken from Wikipedia.org-Election Campaign

If you plan to bring campaign posters for your candidate to the conference, please be aware that **the Red Lion's hotel policy does not permit anything to be attached to the walls of the hotel**. Therefore, you will need to be creative in displaying your campaign material. You will need to use tabletop displays or utilize floor space. If you have easels, that may be another option.

PUBLIC SPEAKING FEEDBACK FORM

Have delegates use this form to help their candidate improve their public speaking for speeches and debates.

	EXCELLENT	OK	NEEDS IMPROVEMENT	COMMENTS
CONTENT				
Introduction				
Establishing Main Idea				
Transitions				
Sup-points				
Stories				
Examples				
Sincerity				
Humor				
Conclusion				
Organization				
SPEAKING STYLE				
Eye Contact				
Posture				
Gesturing				
Pacing				
Confidence				
Facial Expressions				
Volume				
Voice Inflection				
Handling of Mistakes				
Handling of Distractions				

Other GREAT resources:

CCS Curriculum – Communication Activities for Youth *The Perfect Fit*

Your KYG County coordinator should have a copy of this book with his/her curriculum packet.

Building Everyday leadership in All Teens, by Mariam B. MacGregor

Chapter 19, Getting the Point Across (See handout)



FIND OUT MORE ABOUT IT

Getting the Point Across

Most people don't look forward to public speaking. How scary and nerve-wracking to have everyone looking at you! But speaking well can set you apart as a leader. Effective speakers get their messages heard and also build others' confidence in them.

With practice and experience, you can build confidence when trying to have your voice heard. Seize every opportunity you can—whether you're talking to the parents of kids you baby-sit, mentoring a younger student, volunteering as your youth group's spokesperson, or representing teen voices at a city council or school board meeting. Keep the following tips and techniques in mind as you practice.

Getting Ready to Speak

- * If you have time to prepare, then prepare! Research your topic and your audience. Learn their interests and the issues that are important to them. Capture their attention and emotions.
- * Capitalize on your strengths. If you're good at quickly putting together ideas on the spot, then only loosely organize what you want to say and let your comments flow. If your mind goes blank in front of a crowd, then write down some more detailed notes. Presenting in a way that is natural for you will be more comfortable.
- * Identify what makes you feel more at ease speaking in front of a group. Most people are more confident when speaking on topics they know well.
- * Organize your speech the same way you do a written paper. Include an introduction, a body, and a conclusion. Be sure also to allow time for answering any questions from the audience.
- * Write notes to organize your thoughts. But use the notes for reference only and avoid reading them as if you were reading a story. Prepare the

outline in a way that you won't be tempted to read it from start to finish without looking up.


- * Use humor if it makes sense to include it in the presentation. Keep in mind who your audience is and avoid potentially offensive jokes or comments. Jokes can often fall flat and create an uncomfortable atmosphere, so plan what you may say afterwards if the audience doesn't laugh.

Speaking to an Audience

- * If you don't have time to prepare, get tense, or are unable to answer a question, first take a deep breath to calm yourself. Depending on the situation, slow down the pace of what you're saying or recheck your notes. Ask for a minute or two to put your thoughts together. Jot some notes to organize your ideas before giving your response. Or, say that you would like some time to give it more thought and will follow up later. Make sure you do. If others are presenting with you, ask someone to take over where you left off.



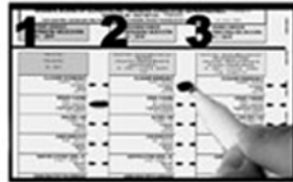
Getting the Point Across (continued)

- ✦ Work on your weaknesses. If you're nervous talking in front of others, avoid saying, "I'm nervous." People may not even notice you're nervous. If they do, then it's already obvious and there's no need to draw attention to it.
 - ✦ If you easily connect with others individually, extend this ability in public speaking. Think of public speaking as simply having a conversation with many people instead of just one!
 - ✦ Remember you're talking to real people. Maintain eye contact for a second or two with as many in the audience as possible. Notice people who are nodding in agreement or frowning in disagreement. Instead of just talking at the audience, ask people questions to grab their interest.
 - ✦ Show the audience respect. You may be the expert on a topic, but avoid implying that you are more knowledgeable than the audience. They'll be more likely to remember and value what you said.
- 
- ✦ Be passionate about your topic. Even if it's an everyday subject, connect your audience with how you feel about what you're saying.
 - ✦ Allow silence. Don't feel that you have to fill every second with your voice. Audiences need time to process what they've heard. Using silence also shows that you're comfortable speaking in front of others and don't have to fill the air with noise to cover your nervousness.
 - ✦ Practice good grammar. Avoid mumbling and using slang or words you really don't know. If someone asks you a question using unfamiliar words, say, "I'm not sure what you're asking. Would you please rephrase your question?" If you pretend to understand, you could potentially give a response that isn't even close!

For more about communication skills, see "What You *Don't* Say Can Say It All" on page 38 in session 7 and "Listening Blocks" on pages 44–45 in session 8.

HOW INSTANT RUNOFF VOTING WORKS

- ▶ Rank candidates 1, 2, 3...
- ▶ (It's best to use all of your rankings)



Voters Rank Preferences



Eliminate Candidate with Lowest Number of Votes

Redistribute Votes from Eliminated Candidate to Voters' Next Choices



Count the Votes for each voter's highest ranked candidate that hasn't been eliminated

No



Is There a Majority?

Yes



Declare a Winner

- ▶ Majority winners without need for a low-turnout, expensive runoff election
- ▶ More choices for voters, with less incentives for negative campaigns

How IRV Works

1. IRV uses ranked ballots to simulate a traditional runoff in a single round of voting. Voters rank candidates in order of preference. They may rank as many or as few candidates as they wish, with lower rankings never counting against higher rankings.
2. First choices are tabulated. If a candidate receives a majority of first choices, he or she is elected.
3. If no candidate receives a majority of first choices, the candidate receiving the fewest first choices is eliminated. Ballots cast for the eliminated candidate are then counted toward those voters' second choices.
4. This process continues until one candidate receives a majority and is elected.

Taken from www.Instantrunoff.com

MEETING 4: FINISH RESOLUTIONS AND CAMPAIGN PREPARATIONS

Objectives of Meeting 4

- ❖ Finalize resolutions and candidate letter of intent for submittal
- ❖ Prepare candidate for the conference

Before Meeting 4

- Call delegates whose registrations you did not receive in Meeting 3 to remind them to bring it to this meeting
- Review Meeting 4 materials in the Curriculum Packet
- Materials needed:
 - Campaign materials supplies (varies)
 - Equipment to create campaign video

Meeting 4 Activities

Activity 20: Plan Alternate Tour/Meeting (optional)

Life Skill Objectives: Communication, Responsible Citizenship

Delegations have many tour options while in Olympia. Use the websites to find contact information. Keep in mind that these are only suggestions and are not meant to be an exhaustive list. Be creative and ask your delegates whom they may want to meet with. Do not neglect to set up time to meet with your legislators. Use www.leg.wa.gov to find legislator contact information.

Superintendent of Public Instruction
Randy Dorn
www.k12.wa.us

Dept. of Ecology
Director Ted Sturdevant
www.ecy.wa.gov

Dept. of Agriculture
Director Dan Newhouse
www.agra.wa.gov

Dept. of Fish and Wildlife
Director Phil Anderson
www.wdfw.wa.gov

Farm Bureau
President Steve Appel
www.wsfb.com

Washington State Patrol
Chief John Batiste
www.wa.gov/wsp/

Secretary of State
Sam Reed
www.secstate.wa.gov

Washington State Attorney General
Rob McKenna
www.atg.wa.gov

Dept. of Social and Health Services
Secretary Susan Dreyfus
www1.dshs.wa.gov

Office of the Governor
Governor Chris Gregoire
www.governor.wa.gov

The activities for this meeting are to review and finalize resolutions to submit and prepare your county candidate by finalizing campaign materials, writing speeches, reviewing policy papers, practicing possible debate questions, etc.

Activity 21: Prepare Your Candidate and post intent to run

Life Skill Objectives: Self-responsibility, Contributions to a group effort

Prepare campaign materials to bring to the conference and a video to post to the blog. A link to the blog can be found on the KYG website. You will also need to post the letter of intent and a candidate photo. Finally, you can prepare your candidate by providing public speaking feedback to the candidate using forms from Meeting 3.

Activity 22: Finalize and post resolutions

Life Skill Objectives: Self-responsibility, Contributions to a group effort

Finalize your resolutions. Each plank needs at least three supporting ideas or facts. You will send your Resolutions to Sabrina Wood at Roze2.4h@gmail.com by January 27th, 2012.

At the end of Meeting 4

- Email or call your Legislators to remind them of the Legislative dinner, Monday, February 20th