

# Know Your Government 2010: Lobbying for Change



WASHINGTON STATE UNIVERSITY



EXTENSION

*4-H Youth Development Program* 

February 13-16, 2010  
Red Lion Hotel Olympia



Thank you so much for volunteering as a County Coordinator for 4-H Know Your Government! You are an integral part of the delegates' success at the conference in February. Your preparation and confidence in the subject is very important so please contact Melissa Beard (melei@stanfordalumni.org) with questions.

Melissa will be glad to answer any questions you have and will try to assist you in any way possible. The Internet has a wealth of information and different ways to present these curriculum elements. Feel free to do research on your own if you need additional ideas. Use this as a guide only and feel free to adapt it to how it will best fit the needs of your delegation.

A lot of time and energy is spent creating this curriculum so your delegates can be prepared for a fantastic learning experience in February. These are pages of suggestions and ideas. Please take the time to read through *each page* of the curriculum because a suggestion might inspire a creative idea from your thoughts or help you to understand why a certain activity was suggested.

Can't wait to see you in February!

Melissa Beard

### **Acknowledgments**

A special thank you TVW (Jason, Mike, and Scott) for the use of their video "Trapped," demonstrating how one topic can be affected by the different branches of government.

A BIG 4-H thank you to the following who took the time to review and improve this curriculum:

#### **KYG Planning Team**

Jan Klein, WSUE Staff  
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#### **Legislature Guru**

Judi Best, Senate Intern Coordinator

If you would like to be a curriculum advisor in the future, please send Jan Klein an email or talk to her at the conference. Please bring any suggestions to improve this curriculum and conference to the Coordinator Chat scheduled at the conference.

## 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

1. Inquiry
2. Regard for others
3. Respect/Cultural Competence
4. Positive Communication
5. 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 WSU Know Your Government 2010

This year, delegates will participate in the legislative process. Through pre-conference orientation, participants will learn about the Legislature and how it works with the other two branches of government; the executive and judicial branches. At the conference in February, teens will take on the role of lobbyist. Delegates should learn that many bills are a product of compromise and negotiation. For example, in order for a bill to pass through both chambers, the supporters of the bill will have to take in the considerations of many groups. A bill that may make perfect sense to a particular delegation may have very different implications for a family in another area of the state or the business owner right next door.

It is important the delegates realize that they have a huge voice in this process, especially since any citizen of the state can testify for or against a bill during the hearing process or send an email to his/her senator or representative voicing their support or concerns about upcoming legislation. **While only registered voters are summoned for jury duty, ANY person of ANY age can voice his/her opinion about a bill.**

From orientation training and conference participation, the 4-H KYG committee believes delegates will have the opportunity to learn all or some of the following:

- ❖ Familiarity with the Legislative process;
- ❖ Realization that democracy requires responsible citizenship/participation and teamwork;
- ❖ Ability to use the Revised Code of Washington to inform the legislative process;
- ❖ Experience with parliamentary procedure
- ❖ Skill development
  - Accepting Differences
  - Communication
    - Informed, persuasive, public speaking
    - Respective, objective, and conscientious listening; and
- ❖ Knowledge of his or her state legislative district and an awareness of issues that affect his or her district leading to responsible citizenship.

**“Where every (person) is a . . . participator in the government of affairs, not merely at election one day in the year, but every day, rather than accept a poor choice he will let the heart be torn out of his body.”**

**- Thomas Jefferson**

# Life Skills Objectives of 4-H Know Your Government 2010

*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:

## HEAD

<i>Critical Thinking</i>	Analyzing, comparing, reasoning, and reflecting focused on deciding what to believe or do; discovering meaning; connecting with past learning
<i>Planning/Organizing</i>	Developing a method for doing something that has been thought out ahead of time; how the parts can be put together
<i>Learning to Learn</i>	Acquiring, evaluating, and using information; understanding the methods and skills for learning.

## HEART

<i>Accepting Differences</i>	Treat people who are different from me with respect, work/play with people who are different than me
<i>Communication</i>	Settle disagreements in ways that are not hurtful, listen carefully to what others say; clearly state my thoughts, feelings, and ideas to others
<i>Social Skills</i>	Skills used when interacting with others and to behave in the accepted manner or customs of the society in which they live

## HANDS

<i>Responsible Citizenship</i>	Demonstrating love and devotion in response to duties, rights and privileges as a member of a community or country
<i>Contributions to a group effort</i>	To give or supply along with others for a common purpose.
<i>Self Motivation</i>	Able to make the needed effort to carry out a task or a plan; personal will to take action.

## HEALTH

<i>Managing Feelings</i>	Expressing one's feelings appropriately and in proportion to circumstance
<i>Self Responsibility</i>	Taking care of oneself; being accountable for one's behavior and obligations; choosing for oneself between right and wrong.

# Essential Academic Learning Requirements (EALRs)

Our state's public school system has developed a set of learning objectives and standards for a variety of content areas, called the Essential Academic Learning Requirements (EALRs). Likewise, 4-H Youth Development is a research-based organization, promoting only that curriculum which is founded and developed by educational and youth-development specialists, and we are eager to show how our 4-H curriculum reflects the same high standards of our public school system. This year's 4-H KYG Curriculum reflects the EALRs for the content areas of: Communication and Social Studies. Below you will find the learning components the 4-H KYG 2010 Curriculum supports.

## Communication

### **1. The student uses listening and observation skills and strategies to gain understanding.**

To meet this standard, the student will:

- 1.1 Use listening and observation skills and strategies to focus attention and interpret information.
- 1.2 Understands, analyzes, synthesizes, or evaluates information from a variety of sources.

### **2. The student uses communication skills and strategies to interact/work effectively with others.**

To meet this standard, the student will:

- 2.1 Use language to interact effectively and responsibly in a multicultural context.
- 2.2 Use interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.
- 2.3 Use skills and strategies to communicate interculturally.

### **3. The student uses communication skills and strategies to effectively present ideas and one's self in a variety of situations.**

To meet this standard, the student will:

- 3.1 Use knowledge of topic/theme, audience, and purpose to plan presentations.
- 3.3 Use effective delivery.

### **4. The student analyzes and evaluates the effectiveness of communication.**

To meet this standard, the student will:

- 4.1 Assess effectiveness of one's own and others' communication.

## Social Studies- Civics

### **1. The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.**

To meet this standard, the student will:

- 1.1 Understand the purposes, organization, & function of governments, laws, & political systems.
- 1.4 Understand civic involvement.

### **5. The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.**

To meet this standard, the student will:

- 5.1 Use critical reasoning skills to analyze and evaluate positions.
- 5.2 Use inquiry-based research.
- 5.3 Deliberate public issues.
- 5.4 Create a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.

## **\*Service Learning Project Opportunity for 4-H KYG Delegations\***

Working in partnership with National 4-H, we are encouraging all 2010, 4-H Know Your Government Conference county delegations to participate in the Martin Luther King Day of Service. This is not a part of the curriculum but an opportunity to practice active citizenship. Please read the letter below and consider adding this to your pre-conference work. We encourage your delegation to share their project and photos on the 4-H KYG blog.



### **Martin Luther King, Jr. Day of Service January 18, 2010**

#### ***4-H: Mobilizing Head, Heart, Hands and Health to Assist Families Coping with Tough Times***

Today, our country is in the midst of a serious economic crisis. Men and woman across the country are losing their jobs, homes are in foreclosure, children are going to school hungry, the elderly are unable to afford energy bills, businesses are closing and community resources are being stretched to the limits. As a result, many families are facing economic challenges, some for the first time ever. The current economy has some middle-class families falling through the cracks into poverty. And those families already struggling with poverty before the economic downturn are encountering even more difficult circumstances.

The stock market may be showing signs of improvement however other indicators, such as unemployment rates are not expected to show improvement for quite some time. The financial crisis for families is far from over and it will still take some time for most to recover. In today's economic climate, civic engagement will play an even greater role in responding to the needs of families and the communities in which they live. President Obama's call to service points to the need for America to lay a new foundation of recovery and growth – empowering individuals and organizations to take an active role in improving the lives of our fellow citizens. "Economic recovery is as much about what you're doing in your communities as what we're doing in Washington – and it's going to take all of us, working together."<sup>1</sup>

4-H has a long history of engaging young people individually and collectively in solving problems and making a difference in their communities. However, now is the time for 4-H to renew its commitment to citizenship as an integral and important component of the organization to ensure a lifetime of contribution as youth enter adulthood.<sup>2</sup> As such, 4-H will launch its renewed commitment to service as part of the larger effort to help solve community issues with collective participation in the Martin Luther King, Jr. Day of Service. The theme for

our system will be **4-H: Mobilizing Head, Heart, Hands and Health to Assist Families Coping with Tough Times** – focusing on the economic challenges and issues facing American families.

### About the Martin Luther King, Jr. Day of Service

In 1994 Congress passed the King Holiday and Service Act, designating the King Holiday as a national day of volunteer service. Instead of a day off from work or school, Congress asked Americans of all backgrounds and ages to celebrate Dr. King's legacy by turning community concerns into citizen action. The King Day of Service is a way to transform Dr. Martin Luther King, Jr.'s life and teachings into community service that helps solve social problems.<sup>3</sup>

The King Day of Service takes place each year on the third Monday in January. In 2010, it will take place on January 18. The vision of the King Day of Service is to commemorate the legacy of Dr. King through service projects that strengthen communities, empower individuals and bridge barriers. The goal is to bring together people in the community that may not ordinarily meet, cultivate ongoing relationships and community partnerships, and engage volunteers beyond the day of service. Dr. King recognized the power of service to strengthening communities, once stating that “Everybody can be great because everybody can serve.”

The King Day of Service is about more than just a one day service project – it is about connecting people of all ages, backgrounds, and abilities in a shared commitment to making a difference in their communities. It is also a great opportunity to let people know what 4-H is all about – not just on one day, but throughout the year.

### How will 4-H be involved?

There are many types of service that draw on Dr. King's message of uniting people around a common goal to help solve social problems. Some service may meet a tangible need, such as organizing a food drive, or some may meet a need of the spirit, such as a series of open forum discussions. No matter the type of service, participation in the MLK Day of Service can be a valuable and transforming experience for 4-H youth, 4-H clubs, the community and the nation. However, the success of this experience has a lot to do with planning. To help clubs get started early, the 4-H Citizenship Task Force will release some tools, resources and project examples to the system on September 15.

If you have questions, please feel free to contact Lisa Hampton, [lhampton@csrees.usda.gov](mailto:lhampton@csrees.usda.gov), 202-720-4087, or Justin Crowe, [jcrowe3@utk.edu](mailto:jcrowe3@utk.edu), 865-974-2128

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<sup>1</sup> [www.serve.gov](http://www.serve.gov)

<sup>2</sup> 4-H Citizenship Guiding Document

<sup>3</sup> [www.mlkday.gov](http://www.mlkday.gov)