



## MEETING 2: THE LEGISLATIVE PROCESS

*“What I want is to get done is what the people desire to have done, and the question for me is how to find that out exactly.” Abraham Lincoln*

### Prior to Meeting 2

- Remind members of meeting
- Review all material in the coordinator’s packet
- Review all material in the curriculum packet, especially Meeting 2
- Invite a legislator to this meeting to talk about the Legislative Process (optional)
- Materials needed:
  - Writing utensils
  - County Letterhead
  - Computer with PowerPoint and projector
  - LYAC 2009.ppt (on disc)
  - Food and snacks
  - Copies of:
    - Sample Letter to Legislators (Coordinator’s Packet)
    - 5229.xml (on disc)
    - Senate bill report.doc (on disc)
    - S SB 5229.xml (on disc)
    - Fiscal Note.pdf (on disc)
    - House Amd.xml (on disc)
    - Overview of the Legislative Process  
(<http://www.leg.wa.gov/legislature/Pages/Overview.aspx>)
    - Course of a Bill (Handout section)

### Objectives of Meeting 2

- ❖ Invite legislators to breakfast/schedule appointments to visit them on Tuesday after the conference
- ❖ Familiarity with the Legislative Process and the people involved
- ❖ Understand the function of committees in the bill passing process

### Meeting 2 Activities

#### ***Activity 6: Register Conference Delegates and Write Letters of Legislators***

*Life Skill Objectives: Contributing to a group effort*

*~identifying a mutual goal*

*~sharing responsibility for accomplishing that goal*

Have delegates complete the registration forms and collect registration fees.

Give copies of the **Sample Letter to Legislators** to delegates along with writing utensils and county letterhead. Have some delegates write letters and have some type emails to your legislators. Make sure at least one letter is sent and emailed to each representative and senator representing your county or area. It might also be more powerful if all the delegates sign the letters. Having your legislators at the Legislator Breakfast makes for a better experience and this year you will be able to present them with a Legislative Report of all the bills that passed in the 2010 KYG Legislative Session.

At this time, you should also request appointments with your legislators after the conference on Tuesday, February 16, after the Legislative Breakfast.

## **Activity 7: Overview of the Legislative Process**

*Life Skill Objectives: Responsible Citizenship*

*~entitlements and privileges of citizenship including voting, protection, participation in government, etc.*

*~obligation and responsibility of citizenship*

*EALRs: Social Studies-1.1 Understand the purposes, organization, and function of governments, laws, and political systems.*

*1.4 Understand civic involvement.*

Use the PowerPoint presentation **LYAC 2009** to provide an overview of the legislative process. You can find speaking points for each slide by choosing "Notes" under View. Print out this version and use these notes while you present the slideshow. Of course, you are welcome to expand or edit this presentation based on your comfort level with the material. If you want more detailed information on the Legislative Process, read "Overview of the Legislative Process" at the following link: [www.leg.wa.gov/legislature/Pages/Overview.aspx](http://www.leg.wa.gov/legislature/Pages/Overview.aspx)

As you go through the presentation, the slides will refer to specific legislative documents and when to hand those out so delegates can see examples:

- 5229.xml (on disc)
- Senate bill report.doc (on disc)
- S SB 5229.xml (on disc)
- Fiscal Note.pdf (on disc)
- House Amd.xml (on disc)

If you cannot access these files from the disc, go to [www.leg.wa.gov](http://www.leg.wa.gov), click on "Bill Information" and type in "5229" to find bill history and links to the relevant files.

After the presentation, draw a flow chart of the major steps in the process as a group using the **Course of a Bill** Handout.

**If your county is able to hold this meeting before the second Monday in January, you may consider inviting one of your legislators to this meeting to talk about the process of writing and passing a bill.**

### ***Reflect: (So What?)***

What are the advantages and disadvantages to this process?

### ***Apply: (Now What?)***

Why is it important for a citizen to know the legislative process?

Why is it important for a bill to go through both the House and Senate?

## **Activity 8: Roles in the Legislative Process**

*Life Skill Objectives: Responsible Citizenship*

*~entitlements and privileges of citizenship including voting, protection, participation in government, etc.*

*~obligation and responsibility of citizenship*

*EALRs: Social Studies-1.1 Understand the purposes, organization, and function of governments, laws, and political systems.*

*1.4 Understand civic involvement.*

Watch TVW videos of hearings for the LYAC bill, SSB 5229.

Public hearing for 5229 in the Senate Early Learning and K-12 Education Committee:  
<http://www.tvw.org/media/mediaplayer.cfm?evid=2009020099&TYPE=V&CFID=3755787&CFTOKEN=40924745&bhcp=1>

This hearing begins with committee staff introducing the bill. After Susan Mielke is done talking

about the bill, go to 01:20:40 to hear testimony by clicking on the blue line between the times below the picture. You do not need to listen to the entire hearing but this hearing has many students testifying, especially about the Dropout Reengagement System.

Executive session for 5229 in the Senate Early Learning and K-12 Education Committee:  
<http://www.tvw.org/media/mediaplayer.cfm?evid=2009021147&TYPE=V&CFID=3755787&CFTOKEN=40924745&bhcp=1>

This hearing contains the Executive session for 5229. Go to 01:34:25 to hear Susan Mielke talk about the amendment and Chair McAuliffe (who is also the prime sponsor of the bill) speak for the amended bill.

Floor debate for 5229 on Senate Floor:

<http://www.tvw.org/media/mediaplayer.cfm?evid=2009030076B&TYPE=V&CFID=3755787&CFTOKEN=40924745&bhcp=1>

Go to 00:11:10 to watch floor debate on the LYAC bill. Only Senator McAuliffe speaks to the bill. You do not need to listen to the roll call vote.

Based on the video in the first meeting, the PowerPoint, and videos of committee hearings; have the delegates name the different roles involved in the legislative process. They should name at least the following: representatives, senators, lobbyists, concerned citizens, legislative staff, Speaker of the House, President of the Senate.

Using the flow chart drawn in Activity 7, have the delegates write in where the named people are involved in the process and what they do at that step (testify, vote, provide input, etc). FYI- The people listed above can be involved in every step of the process.

Explain that the delegates will serve in the role of lobbyist/concerned citizen. A lobbyist is defined as “a person who tries to get legislators to introduce or vote for measures favorable and against measures unfavorable to an interest that he or she represents.” (Glossary of Legislative Terms.)

As a lobbyist/concerned citizen, the delegates will be expected to meet with conference legislators to explain their bill by identifying the problem, how the bill is the solution and the advantages to the bill. They will also be testifying in committee hearings on their bill and other bills.

**Reflect: (So What?)**

Based on the public testimony given in front of the Senate committee, which presentation skills do you feel were the most effective?

Which public testimony did you find the most helpful? Why?

**Apply: (Now What?)**

What do you think you will need to do in order to feel prepared to testify for and against bills?

If you have this preparation, will you be able to testify for and against bills at the conference? If not, why not?

***Activity 9: The Legislative Process Game (from [www.leg.wa.gov/legislature/StudentPages](http://www.leg.wa.gov/legislature/StudentPages))***

*Life Skill Objectives: contribution to a group effort*

*~sharing responsibility for accomplishing the goal*

*~sharing accomplishment and achievement if and when the goal is achieved*

*EALRs: Social Studies-1.1 Understand the purposes, organization, and function of governments, laws, and political systems.*

*1.4 Understand civic involvement.*

*5.4 Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.*

Divide delegates into groups of four and have them create a game that shows the legislative process.

Finished product:

The game must have all the steps of the bill making process from drafting to becoming a law.

- The game must show at least 3 paths of a bill. (1) Bill being success in one chamber and not the other. (2) A bill failing in committee. (3) A bill involving governor's action. Overall, students should show all ways that a bill can become a law.
- Game must include typed rules and instructions.
- Game board must include the following terms: drafting, sponsorship, committee, rules committee, 1<sup>st</sup> reading, 2<sup>nd</sup> reading, 3<sup>rd</sup> readings, amendments, hearings, Code Revisers Office, fiscal note, floor discussion, House of Representatives, Senate, Governor, lobbying, veto, law

Options for game design: Trivial Pursuit, Life, Chutes and Ladders, video game, Scene It, Candy Land, etc. Game design must be pre-approved by KYG coordinator.

If you have multiple groups creating games, decide on the best concept and create the game to bring to the conference. Conference Facilitators will judge the games based on the following criteria: Game design (5), Instructions, rules and playable (5), Key terms (10), Incorporated three or more accurate pathways of legislation (20).

Your delegation may need to finish the game between meetings or during Meeting 4 while others are working on the Bill Display.

### **At the end of Meeting 2**

- Remind delegates about date and location of next meeting
- Remind delegates about fundraising
- Assign tasks amongst delegates so game can get completed
- Have delegates do research on the topics of texting while driving and restrictions on drivers who have an intermediate driver license and bring to Meeting 3.

**"I realized that public affairs were also my affairs. I became active in politics because I saw the possibility, if we all sat back and did nothing, of a world in which there would no longer be any stages for actors to act on."**

**-- Helen Gahagan Douglas (1900-1980)**

# Handouts for Meeting 2

## Sample Letter to Legislators

This is a sample letter that delegates may follow in writing to and inviting their legislators to breakfast on Tuesday, February 16, 2010. Please hand write; do not just fill in the blanks.

Return Address

\_\_\_\_\_  
\_\_\_\_\_

Date \_\_\_\_\_

The Honorable _____	or	The Honorable _____
State Senator		State Representative
Senate Office Building		House Office Building
Olympia, WA 98504		Olympia, WA 98504

Dear (Senator or Representative) \_\_\_\_\_:

We are 4-H members from \_\_\_\_\_ County in your district who plan to be in Olympia February 13<sup>th</sup> –16<sup>th</sup>, 2010, for the 4-H Know Your Government Conference entitled “**Lobbying for Change**”. Our goal is to learn more about Washington State government and the inner workings of the legislative system and how it works with the branches of government.

We will be assuming the role of lobbyists and working through an active bill from the 2010 Legislative session. We would like to learn more about your views on the bill we select and current issues in the Legislature. You are invited to join us for breakfast on Tuesday, February 16<sup>th</sup>, 2010, at *Red Lion Hotel*, Olympia. At this time we will be eager to present you with the 4-H KYG Legislative Report that will be a culmination of our work.

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.

(Optional Paragraph)

If your schedule permits, we would like to make an appointment to visit your office Tuesday, February 16, after the conference, between \_\_\_\_ and \_\_\_\_\_. Please let us know what time is most convenient for you.

We can be contacted at: \_\_\_\_\_.

Please ask to speak to \_\_\_\_\_

Sincerely,  
(Signature of all conference delegates)

## COURSE OF BILL ACTIVITY

Arrange the following statements in the order that the events occur in the course of a bill through the Senate.

- A Read second time, section by section.
- B Referred to a standing committee.
- C After third reading and passage in the House, the bill is certified and returned to the Senate.
- D Transmitted to the Governor.
- E Third reading and final passage.
- F Read first time by title in the Senate.
- G Place on Senate calendar for second reading.
- H Transmitted to House to be signed in open session.
- I Sent to House to repeat the process.
- J Given chapter numbers in session laws and permanently filed by Secretary of State.
- K Considered by a standing committee.
- L Placed on calendar for third reading.
- M Signed by Governor.
- N Signed in open session by the President of the Senate.
- O Reading and record of committee report.

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<hr/> 8	<hr/> 9	<hr/> 10	<hr/> 11	<hr/> 12	<hr/> 13	<hr/> 14
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