

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

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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."¹

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.² 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.³

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, 202-720-4087, or Justin Crowe, jcrowe3@utk.edu, 865-974-2128

¹ www.serve.gov

² 4-H Citizenship Guiding Document

³ www.mlkday.gov



4-H Know Your Government 2010: Lobbying for Change *Tentative schedule*

Saturday:

Registration

Welcome/Dinner

Break

Challenge Activity

Session A: Lobbyist 101/Chaperone Meeting and Legislator 101

County Meeting

In your own room

Sunday

Breakfast on your own

Session B: Bill Displays/Scavenger Hunt

Session C: Lobbyist meetings with Conference Legislators

Lunch

Capitol Tours with Scavenger Hunt

Session D: Lobbyist meetings with Conference Legislators

Dinner

Dance & Snacks / Internet Café open

County Meetings

In your own room

Monday

Breakfast on your own

Session E: Committee hearings

Session F: County caucus

Session G: Floor vote

Lunch / Civic organization booths

Walk-Evergreen Parkway

Session H: Committee hearings

Session I: County caucus

Session J: Floor vote

Session K: Conference committee

County night out

Entertainment

County Meetings

In your own room

Tuesday

Legislative Breakfast

Slideshow

Appointments with district legislators

Home

What is happening at the Conference?

At the conference this year, each delegate will participate in the legislative process by serving as part of a lobbyist team working to get a chosen bill passed. Conference facilitators (CFs) will serve in legislative leadership and staff positions (Speaker of the House, President of the Senate, committee staff, etc). Chaperones will be assigned to a committee and serve as legislators in committee hearings. Bills that make it through the entire process will be included in the 4-H KYG Legislative Report and handed out at the Legislative Breakfast on the last day of the conference.

BEFORE THE CONFERENCE

Prior to the conference, the Core Committee will provide a list of 50 active bills being considered by the legislature during the 2010 Legislative session. The bills to choose from will focus on the following committee topics:

- Education
- Children and Family Services
- Judicial
- Natural Resources/Environment

The county delegation will choose one bill (or create their own as long as it relates to one of the four topic areas above) for every four delegates and that team will be responsible for working their bill through the legislative process by:

1. Preparing and presenting a display about the bill that includes a Bill Report,
2. Lobbying legislators during individual meetings,
3. Negotiating and compromising with other teams to merge specific ideas of bills together through amendments, and
4. Testifying at committee hearings.

If your delegation has eight delegates, your county will choose or create two bills, and so on. Your delegation does not add another bill until the total reaches a multiple of four. For example, if you have four delegates and a fifth joins the group at the next meeting, you do not add another bill until you have eight total.

If one of the 50 bills is close to what your county delegation wants but still needs a few tweaks, please feel free to write an amendment to the bill. There will be an opportunity to do that in a pre-conference meeting so you can bring the amendment to the conference and ask a conference legislator to sponsor it.

When you register your delegation for the conference, you will submit the bill number(s) your legislative teams will be working through the legislative process.

We will compile all the submitted bills into a Bill book. The Bill book will be posted on the KYG website and a link will be emailed to each county so each delegate will be able to access and review all bills before coming to the conference. This preparation is important to legislative teams so they can:

1. Find other delegations that have similar bills and develop strategies for combining ideas into one bill,
2. Identify opposing bills and draft testimony against these bills or offer amendments that make the bill better (from your perspective).

Because the delegates will have ample time to get ready, the KYG committee expects them to be prepared to participate in the mock legislature fully and appropriately so that all involved have a positive experience.

DURING THE CONFERENCE

First day

Delegates will attend a lobbyist training session to prepare them to meet with conference legislators and testify in committee hearings over the next two days. At the same time, chaperones chosen to serve as conference legislators will attend a legislator training session to prepare for meetings and committee hearings. There will be opportunities for teams to sign up for 10-minute meetings with conference legislators to discuss their bill.

Second day

Delegates will have an opportunity to share information about their bill with other lobbyists and conference legislators through a display. The display will include the bill, a bill report, any amendments, and other information to inform others of the issue the bill is trying to solve. Lobbyists will attend their 10-minute meetings with conference legislators in order to convince them to support their bill with or without an amendment and/or support an amendment to another bill.

Third day

This is committee hearing and floor action day! During committee hearings, lobbyist teams will work together to testify for and against bills to make sure their interests are supported. Bills passed out of committee will then go to the House and Senate Floors where conference legislators from all committees will vote on the bills. Successful bills that are passed on the floors will proceed to the opposite chamber (House bills go to the Senate; Senate bills go to the House) and the committee process is repeated. By this point, there will be fewer bills and those that were not passed will be considered dead. Any bills amended in the opposite chamber must be agreed to by both chambers at a conference committee meeting.

Session will adjourn Sine Die (without future meeting date being designated) on Monday. The committee will compile all passed bills into a Legislative Report and this booklet will be available to the state legislators when they attend the Legislative Breakfast on Tuesday. It is the hope of the KYG committee that the Legislative Report will reflect issues important to teens in Washington along with suggestions of ways to fix them.

Fourth day

On the last day, delegates will have breakfast with state legislators and talk about their conference experience. In addition, since there are no conference sessions on this day, counties are encouraged to schedule meetings with their state legislators on the hill before heading home. Be sure to make appointments in January, as state legislators' calendars fill up quickly.

Roles at the Conference

Delegates-Lobbyists

Chaperones-Conference Legislators

Conference Facilitators-Speaker of the House, President of the Senate, Committee Chairs, Clerks

The committee will use Conference Facilitators (past KYG participants) chosen by the committee and trained on the curriculum in order to facilitate the process. We expect that all coordinators, chaperones and delegates will treat them with respect because without their dedication, KYG would not be the positive experience it has proven to be in years past.



Session Agendas

Below is a rough outline of each session at the conference

Session A

Lobbyist 101 session for delegates to prepare for their role. This is a time to ask questions of real lobbyists! Prior to the conference, delegates are expected to research their topic and bring or know all relevant information. This session will be designed to help delegates communicate that information to legislators. You will also use this time to sign up for 10-minute meetings to talk one-on-one with a legislator about your bill.

The chaperone meeting and Legislator 101 session for chaperones are combined. The time will start with the regular chaperone meeting information and then move into the Legislator 101 session to prepare the chosen chaperones for their roles. If possible, we hope to have current or past legislators available for questions.

Session B

Bring your bill display down to the ballroom and be ready to lobby conference legislators walking around the room. This will also be a chance to strategize with other groups about combining efforts or to learn about issues that appear to conflict with your goals.

Session C

Be ready to speak convincingly with conference legislators. During this session, teams can split up or meet together with legislators for 10 minutes to present their ideas about their bill and convince legislators to pass their bill during the committee meeting or vote against an opposing bill. Be prepared with your research so you can answer questions the conference legislator may have. You will have five minutes to get to your next meeting and it is important you are on time to your meetings.

Session D

More meetings with conference legislators.

Session E Committee Hearings

Hearing schedules with the bills in order of appearance will be posted prior to this session. Lobbyists will be expected to review all the schedules and sign up to speak on any bill they want to support or oppose. Lobbyists will be given a time limit to speak according to the number of people signed up on the list. Again, be prepared to answer questions from conference legislators about your bill or about your position on a bill. Towards the end of the hearing, the committee will vote to pass bills. It is at this time that conference legislators may amend a bill.

Session F County caucus meeting

A list of bills going to the floor from each committee will be read to the entire group. Your county will be given time to meet about whether the county supports or opposes the bills and why. Suggestions for amendments can be discussed (this may be a way to revive your bill if it did not pass out of committee).

Session G Floor Session to vote on bills

Conference Representatives and Senators will testify for or against and vote on bills brought before them. Debate will be limited to one minute per speaker. There will be a gallery to observe the debate.

As a lobbyist, it will be important to pay attention to arguments or concerns brought up on the floor. You may want to remind conference legislators of the way you want them to vote on a bill. If so, you can write a note to pull them off the floor and do one last pitch. Paying attention to floor debate may also give you information about issues you'll need to address with the members of the opposite chamber when you testify in front of them in Session H.

Session H Committee Hearings to hear bills from opposite house

The process repeats itself with the bills that were passed on the floor and moved to the opposite house. Lobbyists will now testify in the opposite house on only those bills that were passed on the floor. If a legislative team does not have a bill that made it that far in the process, they will try to get their issues solved via an amendment to a bill that is still alive or can oppose a bill that does not support their interests.

Session I County caucus meeting

Another opportunity to discuss the bills that were passed in committees (same as Session F).

Session J Floor Session to vote on bills

The process repeats itself with the bills passed out of committee (same as Session G).

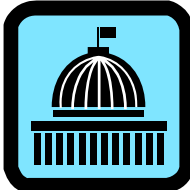
Session K Conference Committee meeting

Any bills with changes made in the opposite chamber must be agreed to by the original chamber. A small group of representatives and senators from each committee area will meet to discuss any differences and come up with an agreement.

That is the conference in a nutshell, but you may still have questions. Continue reading the curriculum to see if these questions are answered. If you still have questions, please feel free to contact Melissa Beard at melei@stanfordalumni.org. She will be glad to answer any questions you may have! ***There is no reason anyone should come to the conference not knowing what is going to happen.***

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



ORIENTATION MATERIALS

So, now you are excited about the conference in February, but how do you get your delegates prepared? The 4-H KYG Committee wants **all** the delegates prepared to fully participate in the mock legislature at the conference. It is important that delegates have an understanding of the legislative process and the role of lobbyists so they can get their bill passed. In addition to practicing parliamentary procedure and learning about the various players in the Legislature game, this curriculum will provide information on the Legislature and how it fits in with the other two branches of government.

Meeting 1: Introductions and Parliamentary Procedure

- Activity 1: Introductions
- Activity 2: Overview of KYG Conference; Handout Registration Materials
- Activity 3: Overview of County Orientation Meetings and Schedule
- Activity 4: TRAPPED! Video
- Activity 5: Parliamentary Procedure

Meeting 2: The Legislative Process

- Activity 6: Register Conference Delegates and Write Letters to Legislators
- Activity 7: Overview of the Legislative Process
- Activity 8: Roles in the Legislative Process
- Activity 9: The Legislative Process Game

Meeting 3: Mock Committee Hearing

- Activity 10: Mock Committee Hearing
- Activity 11: Pick Your Bills for the Conference

Meeting 4: Prepare for Conference

- Activity 12: Prepare Bill Display and Finish Legislative Process Game
- Activity 13: Practice Testimony
- Activity 14: What is happening at the conference?
- Activity 15: Finalize plans

Objectives of Orientation Meetings (When orientation is complete, delegates will have...)

- ❖ Awareness of what is to take place at the conference in February
- ❖ Knowledge of the legislative branch and how it interacts with the other branches
- ❖ Experience with parliamentary procedure
- ❖ Familiarity with the Legislative Process and the people involved
- ❖ Skills to perform their role at the conference
- ❖ Ability to testify for or against a bill
- ❖ Knowledge of their legislative district and who represents them in Olympia

In the interest of saving trees, we are relying on the coordinators to access the material not included in the packet, via the Internet. We recognize that some people are not as proficient at using the computer/Internet as others. If so, here are suggestions to get your materials:

- Contact your County 4-H Program Coordinator for help with accessing links
- Assign the job of downloading material to a delegate or parent
- Go to the 4-H KYG page on the 4-H website and click on the links via the curriculum file

To Insure a Smooth Beginning . . . Prepare Delegates for KYG Activities

Discuss guidelines for conduct during presentations by invited speakers, workshop sessions and meetings. Agree on expected dress, the importance of advance preparation for meetings, and considerate behavior during the activities. Consider setting ground rules and encourage delegates, rather than adults, to ask and answer questions when appropriate.

Discovery learning. All the answers cannot be found within this packet and will require research on the part of delegates. Use the media to explore issues to be dealt with in the 2010 Session. Newspaper clippings are an excellent way to spark group discussion. Are there any local issues that will be a topic during the session? Are County Commissioners or the City Council dealing with any issues of interest at their meetings? Check out their agenda and plan to attend a commission or council meeting so they can observe a public hearing and people testifying.

Build in think time for processing and reflecting on what was learned by the activity, and how it can be applied and shared. For significant learning, members need to question and think through what they have seen and heard, and apply it to what they already know. We have prepared a series of questions on several topics in the curriculum to compel the delegates into thinking differently about issues they may have thought about many times. Use these questions to spark a discussion. Attempt to draw youth out of their culture-centralized understanding of issues. To improve the quality of this citizenship experience, ask questions to build bridges to new insights. Look for applications to real life and plan how to share what was learned.

Maintain mutual respect. In identifying and debating issues, emphasize the need to talk to others, read about and listen to all opinions, and to understand and clarify a personal point of view. Focus on the facts, write down those that support your view, but also look for areas of compromise. Stress that delegates must rely on facts and avoid adversarial and emotional arguments, which are unproductive and prevent people from working together on solutions to problems. An important objective of this curriculum is for delegates to communicate effectively. This objective includes listening carefully to what others say; clearly stating thoughts, feelings, and ideas; and settling disagreements in ways that are not hurtful.

Guest Speakers. We strongly suggest scheduling guest speakers that can bring a little more life to this subject. We defer to your experience and the needs of your delegation on who and when. Find the contact information for your legislators at www.leg.wa.gov and invite them to speak about their experiences. There is also a program at the Legislature called “Back to the Classroom” that encourages legislators to talk to students. You can find contact information and speaking ideas for the legislator at www.leg.wa.gov/Legislature/BacktoSchool/. For more ideas on how to involve legislators, look at www.ncsl.org/public/trust/lessonp1-M.htm. There are also a number of lobbyists throughout the state and their contact information can be found at the Public Disclosure Commission website, www.pdc.wa.gov/ and clicking on “Public Resources” up top and then “Lobbyist Information” on the right.

Here are some **suggested topics** for your guest speakers: How to get involved in the political process, How a bill really becomes a law, How to write legislation, Special interests/lobbying, Parliamentary procedure, Initiative/referendum/recall campaigns, networking, etc.

The possibilities are endless and we hope you use this opportunity to let an “expert” share their knowledge with your delegation so they are that more prepared for the conference. Give your speaker an idea what you want to learn and have each delegate prepare one or two questions for the speaker. After the speaker is gone, lead a discussion on what the members learned and how it applies to this conference and to “real life”.

Another useful tool may be to **visit a county commission or city council public hearing**. Contact the county or city office and explain your needs so they can assist you in finding an appropriate time to visit. It could be easier to plan a visit during a school vacation or teacher in-service day. They may be discussing an issue important to a delegate so encouraging them to participate in the process will be a great practice for the conference.

If you have problems arranging for delegates to see a hearing in action before session begins in January, have them listen to a past public hearing on TVW, www.tvw.org. Click on “Media Archives” up top and then choose “Audio Video Archives” under the bar. Under “Legislative Events”, choose either “House Committees” or “Senate Committees” and then a year. Then you can pick a committee that looks interesting. If the Legislative session has already started (second Monday in January), have your delegates watch the hearings on the TVW channel.

Role Playing. This curriculum requires that youth place him or herself in the role of lobbyist. Their role may have them perform in a way contrary to their personal beliefs. This internal conflict may happen often in the real world if someone working as a lobbyist needs to represent the interests of their employers and not their own beliefs. Remind delegates that they will gain more from the experience if they embrace their roles and remember that other delegates are also performing in ways that may be different from their personal beliefs.

Web Research

The Legislature website (www.leg.wa.gov)

You can find legislative districts, legislator information and links to other Legislative Agencies important to the process, such as the Code Reviser office (where you can find the link to the Revised Code of Washington). There are many resources under “Visiting the Legislature.”

Most counties also have websites with commission information. To find your county’s website, you can search the web using a search engine or try [http://www.co.\(your county\).wa.us](http://www.co.(your county).wa.us). For Thurston County, the address is <http://www.co.thurston.wa.us>. Finding your county’s website might be helpful when you plan to visit a commission hearing.

Access Washington (www.access.wa.gov) is the state website and it is a good starting place if you are trying to find anything related to state government. This is where you can find Public Disclosure Commission links for the lobbyist information or links to other state agencies in the executive branch. A lot of good information!

Get Involved!

If your delegates have shown an interest in getting involved in state government, offer the following suggestions to them:

Legislative Page Program (www.leg.wa.gov/legislature/StudentsPage/)

Page duties are varied and range from presenting the flags to operational chores like distributing amendments during legislative sessions. Click on the “What is a Page? Video” for more information. There are separate application processes for the House and Senate.

Legislative Youth Advisory Council (LYAC) (www.ltgov.wa.gov/YouthandCommunities/LYAC/default.html) LYAC consists of 22 members from around the State of Washington who are ages fourteen to eighteen. Members serve two-year terms and examine issues of importance to youth and advise the State Legislature on these issues and related legislation.

YMCA Youth Legislature (www.youthandgovernment.org)

YMCA has a great program that is scheduled after the Legislative Session so participants can use the State Capitol and fully participate in the process. If this subject interests your delegate(s), please contact the YMCA via the above link.



MEETING 1: INTRODUCTIONS & PARLIAMENTARY PROCEDURE

“The lack of understanding about our fundamental government system is a long-term problem that is not good for the United States.” Senator Angela Monson, Oklahoma

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 Agent or Program Assistant. Meet with your Extension Agent to discuss selection process and/or expectations for attendance and participation. Arrange location, times, and dates for all four orientation meetings. Consider Internet access so delegates can look up their legislative district information and research for their bills.

- 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:

- Writing utensils
- Internet access for TRAPPED! Video
(<http://www.teachwithtvw.org/?CFID=3755787&CFTOKEN=40924745>)
- Computer with PowerPoint and Projector
- Parliamentary Procedure PowerPoint Presentation (on disc)
- Food and snacks
- Copies of:
 - Full Value Contract (Handout section)
 - Registration materials in Coordinator's Packet (registration form, code of conduct, medical/release form)
 - Tentative Conference Agenda (Handout)
 - TRAPPED! Video Handout (Handout section)
 - Robert's Rules of Order Handout (Handout section)

Objectives of Meeting 1

- ❖ Introductions
- ❖ Overview of Conference in February
- ❖ Hand out registration materials
- ❖ Knowledge of legislative branch and how it interacts with the other branches
- ❖ Observe the legislative process by following a bill
- ❖ Practice parliamentary procedure
- ❖ Knowledge of legislative district and who represents them in Olympia

Meeting 1 Activities

Activity 1: Introductions

Life Skill Objectives: Accepting Differences

~know one's own uniqueness and specialness

~being aware of similarities and difference among people and accepting that they are OK

Have delegates make introductions and say why they are interested in participating in KYG. Take notes so you can work to meet their expectations.

~Icebreaker: **Human Scavenger Hunt** below or one of your own choosing to help youth get to know each other.

~Use the **Full Value Contract** to build community and set the foundation to work together in the coming weeks. We recommend using the **Fist of Five** activity. We will build on the Full Value Community at the Conference in February.

Human Scavenger Hunt:

Break the large group into smaller groups of about six to twelve people each. Have each group stand or sit together in a place that is separate from the other groups but of equal distance from you – the leader that stands in the middle of the room.

Read one item from the list below. The team who sends up a person or group of people to you first that fits the description you have just given earn a point. For example, you might say “two people who have the same middle name” and within each group the members must talk, find out if any two have the same middle name, and then quickly send those people up to you. The first group of people with the same middle name to reach you earns a point for their team. You may give a bonus point for different items if it applies – for instance, if a group has three people with the same middle name they may earn a point for this round even if they were not the first to get to you. The group with the most points at the end of the game wins.

Human Scavenger Hunt List:

- Two people who have the same first and last initial
- The person in your group who was born the farthest away from here
- Two people with the same middle name
- A group of people whose ages add up to 100
- A group of people whose shoe sizes add up to 40
- The person in your group who lives the closest to here
- A group of people who have attended school for a total of 38 years
- Two people with the same birthday (or birthday month)
- A group of people who can spell a word by putting together the first letters of their first names
- A group of three people who all have different colored eyes

Activity 2: Overview of the KYG Conference

Life Skill Objectives: Self Motivation

~inspiring oneself to make the necessary effort-to stimulate to action

~taking initiative

1. Discuss the mission statement of KYG found on the third page of this packet. The focus of this conference is the Legislature. Delegates will have the opportunity to meet others from around the state while participating in a mock legislative session.
2. Hand out registration forms and discuss fundraising ideas. (See supplemental material for ideas)
3. Have them use www.leg.wa.gov/DistrictFinder to find their district, representatives and senator.
4. Tell them when the forms and money need to be returned and remind them that you need them returned promptly because the county 4-H Office must sign them before they are sent to WSU. All the money for your delegation must be submitted at one time.
5. Also discuss the objectives for KYG and this specific conference (found on page 3). Discuss briefly the tentative agenda (handout) and specific session agendas (starting on page 11). Emphasize that they will be role playing and their role may require that they act in a way contrary to their beliefs about a bill or issue. **Delegates who know what to expect at the conference are able to contribute in a more meaningful way.**

Activity 3: Overview of County Orientation Meeting Schedule

Life Skill Objectives: Self Motivation

~inspiring oneself to make the necessary effort-to stimulate to action

~taking initiative

Share times, dates and locations of upcoming orientation meetings. Share with them your county's expectations about attendance. Attendance is extremely important in the preparation of the delegates for the conference. Again, delegates who are prepared are able to contribute in a more meaningful way at the conference.

Activity 4: TRAPPED! Video

Life Skill Objectives: Critical Thinking

~talking things over with oneself in one's mind, deciding what to think or do

~observe the situation carefully- decide if you agree with what is being said or done

EALRs: Communication-1.1 Use listening & observation skills & strategies to focus attention to interpret information.

1.2 Understands, analyzes, synthesizes, or evaluates information from a variety of sources.

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

1.4 Understand civic involvement.

5.1 Use critical reasoning skills to analyze and evaluate positions.

TVW has produced a video about the animal trapping initiative and how other branches of government have been affected. You will use this video to introduce/review three main topics:

1. Three branches of government,
2. The legislative process, and
3. Roles in the legislative process.

To play the video, go to www.tvw.org and click on "Learn" up top and then "Teach with TVW" right under the top banner. A list of videos will be under "Civic Education Videos" and "Trapped" should be one of them. Watch the video and have the delegates listen for the issue and the two sides of the issue.

After watching the video, pass out the TRAPPED! Video handout. Divide the questions among the delegates or groups of delegates so they can listen for the answers.

While watching the video again, pause it at these intervals and point out the following things:

00:03:05-Signing up to speak at a committee hearing

00:03:27-Meeting with governor's staff and legislators to discuss issue

00:04:00-Five citizens providing anecdotal evidence, these citizens could easily share this information during testimony at a committee hearing

00:14:00-Description of the problem with I-713

00:15:09-Examples of senators making floor speeches

00:15:46-Examples of professional lobbyists testifying at a committee hearing (lobbyists and citizens routinely use written notes while testifying so they can be concise)

00:17:38-Examples of representatives making floor speeches

Reflect: (So What?)

Why is it important to know how the branches of government relate to each other?

Do you think the process has worked in this situation? Why or why not?

What did you notice about the people testifying in committee or the legislators speaking on the floor? Similarities or differences?

Apply: (Now What?)

Why do we have this system of checks and balances?

Do you think you will be able to testify in front of a committee or on the floor? What are your

fears?

Activity 5: Parliamentary Procedure

Life Skill Objectives: Learning to Learn

~understanding the meaning of the information

~being open minded; willing to think about and try new things

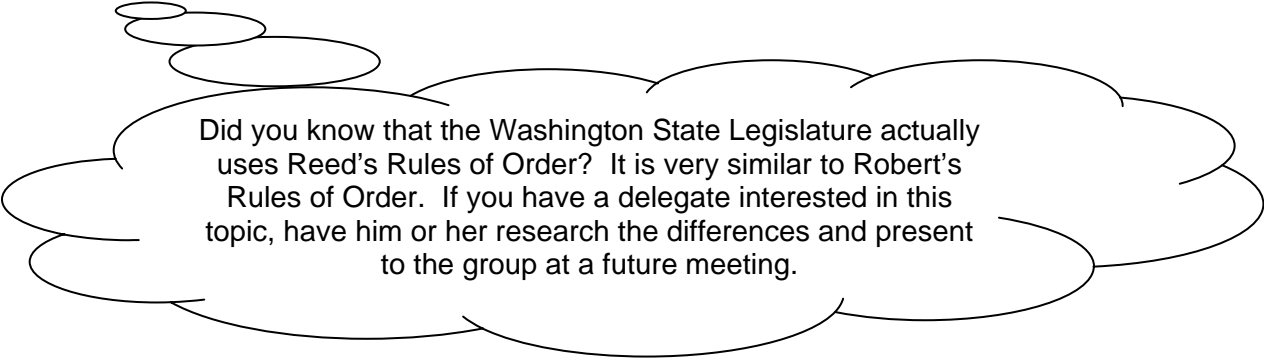
EALRs: Communication-2.1 Use language to interact effectively and responsibly in a multicultural context.

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.

Hand out the **Robert's Rules of Order** packet to each delegate. Review the packet as a group and then watch the **Parliamentary Procedure PowerPoint video presentation** on the CD provided. The presentation is a series of videos created by the University of Florida. Because it is a PowerPoint presentation, you will need to advance the slide after each video segment and, then, to begin the next segment. If the video does not start up after you insert the CD, open the file using "My Computer." If needed, have a delegate assist you in opening the presentation.

After the video, divide the group into teams and have them answer the questions beginning on page 6 of the packet. Review and encourage the delegates to use the Easy Reference Guide on page 8 during the next activity. As the coordinator, you also have the publication, *Parliamentary Procedure Made Easy (EM4875)*, to use as a reference.



Did you know that the Washington State Legislature actually uses Reed's Rules of Order? It is very similar to Robert's Rules of Order. If you have a delegate interested in this topic, have him or her research the differences and present to the group at a future meeting.

Reflect: (So What?)

Discuss what you like about the parliamentary system. What things would you change and why?

Apply: (Now What?)

Why do you think the Legislature uses parliamentary procedure to run their meetings?

At the end of Meeting 1

- Remind everyone of next meeting
- Remind everyone about fundraising
- Remind delegates to complete their registration forms; have them look up their district, representatives, and senator using the library or www.leg.wa.gov/DistrictFinder/Default.aspx

"The only title in our democracy superior to that of President is the title of citizen."

Justice Louis D. Brandeis

Handouts for Meeting 1

Full Value Contract

Building a Full Value Community is a goal of the 4-H Challenge program. A tool to achieve this goal is the “Full Value Contract” where by each group member is valued fully. All contracts have two nonnegotiable points in them:

- “We agree to be emotionally and physically safe,” and
- We agree to respect challenge by choice.

You can present a contract for discussion and acceptance by the group or initiate a discovery process whereby the group creates its own contract. We suggest you utilize the ‘Fist of Five’ contract diagramed below.

When members take ownership in a contract, its value increases greatly. The group’s commitment to a contract also provides you with an additional source for debriefing questions, such as, “How does what just happened fit our Full Value Contract?” It is critical that the group develop a contract that fits individual and collective needs and goals. This can be the glue that holds the group together.

Sample Full Value Contract

One sample contract asks for the following commitments:

1. WORK TOGETHER AS A GROUP. We will work towards our group and individuals goals as a team
2. BE SAFE – PHYSICALLY AND EMOTIONALLY. Be careful of yourself and others, no put-downs. You will be supportive and caring to others.
3. GIVE AND RECEIVE HONEST FEEDBACK. Tell others what you are thinking and feeling in an emotionally safe way. Be willing to listen to what others say to you.
4. HAVE FUN! We all need to play and have fun in a safe manner.
5. GROWTH. By listening, trying new things and working towards goals, you will experience personal and group growth.



All fingers and Thumb: We are a GROUP, with INDIVIDUAL GOALS (thumb), and GROUP GOALS (fingers). Both need to be respected to have the best function of the group.

First Finger: SAFETY FIRST (first finger up), and part of safety is LISTENING (first finger by ear) to leader, each other, and yourself.

Middle Finger: NO DISCOUNTING others (Shield middle finger from OTHERS with opposite hand), nor yourself (shield middle finger from SELF with opposite hand)

Ring Finger: Represents a commitment to SUPPORT each other. One important way to support one another is to be willing to give and receive FEEDBACK, and be willing to change.

Little Finger: Represents TAKING APPROPRIATE RISKS. The little finger is the weakest and could easily be harmed if it was working without the support of the rest.

Shake hands, as if shaking off water. This represents LET IT GO. We can't always solve every problem, not resolve every conflict. We can accept that some things don't reach a conclusion while we are together, and we can decide to move on.

Clap or razz-ma-tazz hands over head. When we keep our commitments to the Full Value Contract, we have plenty of FUN!



Know Your Government 2010: Lobbying for Change *Tentative schedule*

Saturday:

Registration

Welcome/Dinner

Break

Challenge Activity

Session A: Lobbyist 101/Chaperone Meeting and Legislator 101

County Meeting

In your own room

Sunday

Breakfast on your own

Session B: Bill Displays/Scavenger Hunt

Session C: Lobbyist meetings with Conference Legislators

Lunch

Capitol Tours with Scavenger Hunt

Session D: Lobbyist meetings with Conference Legislators

Dinner

Dance & Snacks / Internet Café open

County Meetings

In your own room

Monday

Breakfast on your own

Session E: Committee hearings

Session F: County caucus

Session G: Floor vote

Lunch / Civic organization booths

Walk-Evergreen Parkway

Session H: Committee hearings

Session I: County caucus

Session J: Floor vote

Session K: Conference committee

County night out

Entertainment

County Meetings

In your own room

Tuesday

Legislative Breakfast

Slideshow

Appointments with legislators

Home

TRAPPED! Video Handout

What is the issue?

- **Arguments For:**

- **Arguments Against:**

What was the problem the initiative was trying to solve?

What was the problem the bill (Senate Bill 5179) was trying to solve?

	Person	Description	For or Against SB 5179? Why?
1.	Susan Appel		
2.	Jasmin Baker		
3.	Ron Shultz		
4.	Mike Cooper		
5.	Hans Dunshee		
6.	Fred Bauret		
7.	Officer Joe Hunt		
8.	Mark Skatrud		
9.	Sandra Romero		
10.	Jim Buck		
11.	Ed Owens		
12.	Bob Oke		
13.	Adam Klein		
14.	Don Jacobs		
15.	Katherine Bragdon		

What are the three branches of government and their duties as it pertains to the law?

How were each of the branches involved in this issue?

TRAPPED! Video Handout Answers (DO NOT HANDOUT!)

What is the issue? Initiative 713 “banned the use of body-gripping traps to catch animals without a special permit and prohibited the sale of fur.”

- **Arguments For:** Prohibiting the sale of fur takes away the incentive to increase trapping, body-gripping traps may catch and kill more animals than they were intended to trap
- **Arguments Against:** Landowners no longer have the right to protect themselves or their animals from predators

What was the problem the initiative was trying to solve?

Killing animals in order to sell their fur

What was the problem the bill (Senate Bill 5179) in 2004 was trying to solve? Allowing landowners to use body-gripping traps to catch threats to their herds/flocks (coyotes, wolves, etc) or small animals (moles, mice, etc).

	Person	Description	For or Against SB 5179? Why?
1.	Susan Appel	Student, Colfax	
2.	Jasmin Baker	Student, Redmond	
3.	Ron Shultz	Gov. Policy Advisor	
4.	Mike Cooper	State Representative	
5.	Hans Dunshee	State Representative	
6.	Fred Bauret	Rancher	
7.	Officer Joe Hunt	Pierce Co. Animal Control	
8.	Mark Skatrud	NW Ecosystem Alliance	
9.	Sandra Romero	State Representative	
10.	Jim Buck	State Representative	
11.	Ed Owens	Citizens for Responsible Wildlife Management	
12.	Bob Oke	State Senator	
13.	Adam Klein	State Senator	
14.	Don Jacobs	Professional Lobbyist for WA State Farm Bureau	
15.	Katherine Bragdon	Professional Lobbyist for Humane Society of the US	

What are the three branches of government and their duties as it pertains to the law?

Some possible answers:

- The Legislative branch makes the laws, sets the budgets and policies for new laws, appropriates money to pay for the implementation of the law.
- The Executive branch has veto power and carries out and enforces the laws.
- The Judicial branch interprets the laws if there is a challenge against them and enforces the laws through jail and fines.

Explain that the conference will be concentrating on the Legislative branch but it is important to understand how the other branches are involved.

How were each of the branches involved in this issue?

Legislative: Wrote bills to change the law (the Revised Code of Washington-RCW) created by the initiative.

Executive:

- Attorney General wrote opinion that law pertained to mole and mice traps;
- Governor vetoed Senate Bill (SB) 5179 and instructed law enforcement to follow the intent of the law not necessarily the exact language (which meant enforcing the law when people illegally trapped animals to sell their furs and not enforcing the law when people illegally trapped moles and mice);
- State agency staff write rules (Washington Administrative Code-WAC) in order to implement the law, since RCWs are generally more broad. The law talked about body-gripping traps and the WAC likely refers to a specific definition of body-gripping traps. This was not referred to in the video but is an important part of new laws. State agency staff interpretation of laws is an important part of the implementation process.

Judicial: Supreme Court ruled that the initiative did not violate the state constitution.

ROBERT'S RULES OF ORDER

A BRIEF HISTORY

The first edition of Robert's Rules of Order was published 124 years ago by Henry M. Robert. Robert was an Engineering Officer in the U.S. Army and had a keen interest in parliamentary law. His friends knew that he was very interested in this, and so one day, a social group that Robert belonged to asked him to preside over the meeting. Because Robert did not actually know much about parliamentary procedure, he was incredibly embarrassed. Therefore, he set out to learn the different aspects of parliamentary procedure so that he would be prepared if he was ever asked to preside at a meeting again.

As Robert was researching the different methods that applied to parliamentary law, he found it to be convoluted and confusing. Therefore, he wrote a pamphlet of parliamentary procedure, which the organizations that he belonged to adopted.

However, Robert soon realized that there was a need for new parliamentary procedure that was "based upon Congress and adaptable to everyday society." At the end of 1875, Robert had finished a 176-page manual that gave procedures and guidelines for conduction of meetings in a parliamentary fashion. The editor was so convinced that the book would not sell he made Robert pay for the binding. 4000 copies were printed and they sold out in two weeks. The 2nd Edition of Robert's Rules of Order was started shortly after that.

Today, Robert's Rules of Order, Newly Revised, is still the authoritative source for parliamentary procedure and used by thousands of organizations across the world. The latest edition, printed in 1990, was the 9th edition.

The Basics:

A. The Agenda

The agenda is the skeleton of any meeting. It serves two important purposes: first, it allows the organization to stay focused on the business at hand. Below are the different parts of a typical agenda:

I. Call to order

This is done by the Chair (Presiding Officer) at the beginning of the meeting. This signifies the “official” start of the meeting. The chair will usually say something to the “effect” of, “this meeting will come to order.”

II. Roll Call

The Secretary or Records Officer of an organization usually performs this duty. The Roll Call is where the Records Officer verbally takes attendance from the voting members of the organization. This is very important so that it can be determined that the minimum number of voting members is present to conduct business. This is called a *quorum*.

III. Minutes from Previous Meeting

The Records Officer will usually distribute printed copies of the minutes to the members. At this time, the Chair may accept corrections or additions to the minutes, in motion form.

IV. Committee/Officer Reports

This is where any standing committees or officers can give reports on items that they have been working on that are of importance to the members. No discussion is allowed at this time, the reports are strictly informational.

V. Unfinished (Old) Business

Unfinished business is where any issues that were left from the previous meeting are dealt with. All business from previous meetings must be dealt with before beginning New Business. These items of business are generally motions that were not disposed of before.

VI. New Business

New Business consists of action items that members of the organization want the group as a whole to consider. These are almost always in motion form, asking for the group to DO something. A member who wants to introduce New Business must first obtain the “floor” which means that he or she has permission to speak given to them by the Chair. New Business includes all aspects of dealing with a motion, from the introduction, to debate, to the final vote.

VII. Announcements

This section of the meeting is generally where members can get up and make non-action item statements. Many times in organizations, different representatives will inform the group what they have been doing that is of interest to the other members. No motions are allowed in this section of the meeting, except for the motion to adjourn.

VIII. Adjournment

This is the final motion of the meeting. Once all business has been taken care of, a member may rise to make the adjournment motion. Or, if there is no more business and nobody is asking for the floor, the Chair may ask if anyone wants to present a motion before the Chair. That is generally a clue that it is time to adjourn the meeting. This motion is non-debatable and must be taken to a vote directly after the second.

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 which motion to use and when to use them.

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 to make meetings go very smoothly and business to be conducted much more efficiently.

1. Main Motions

The main motion is a motion that brings business before a group of people. Main motions can only be made when no other motion is pending. It 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 a 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. However, 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 will force 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 can 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 is 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 and 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:

1. *Parliamentary Inquiry* is an inquiry as to the Chair's opinion on a matter of parliamentary procedure.
2. *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 then a member usually calls for a Division of the House, and the vote will be retaken, members will stand 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.

Points highlighted in red are Parliamentary procedures that should be very familiar to the 4-H KYG participants and ones they can easily use effectively.

Worksheet For Parliamentary Procedure

1. Put this agenda in the correct order:
____ Unfinished Business
____ Announcements
____ Call to Order
____ Minutes
____ Roll Call
____ Adjournment
____ New Business
____ Committee/Officer Reports
2. Why is it important to take Roll Call before conducting any business?
3. What is the first thing you must do if you want to speak before the assembly?
4. Pretend that you want to make a motion that your club has a party. Write down exactly what you would say.
5. Why do we second motions in meetings?
6. Make a motion to allocate \$100.00 from your club budget to buy paint for new club signs.
7. Name 4 rules of debate and tell why each one is important.
8. What is everybody's favorite motion?
9. For each motion listed tell whether it is a Main Motion (M), a Subsidiary Motion (S), a Privileged Motion (P), or an Incidental Motion (I).
 - A. "I move that our club buy a string of party lights."
 - B. "I move that we lay that motion on the table."
 - C. "Point of information, Mr. Chair"
 - D. "I move that we take a 10 minute recess to consider the matter."
 - E. "Point of Personal Privilege, Madame Speaker, it is too noisy in here, and I cannot hear the other members."
 - F. "I move that we postpone this motion indefinitely."
 - G. "I would like to amend the motion to read"
 - H. "I move to adjourn!"

10. Which motion comes first in order of precedence?
- A. Subsidiary
 - B. Main
 - C. Privileged
 - D. Incidental

11. Consider the following Main Motion:
 “Mr. Chair, I move that the KYG Conference be held in Wenatchee, instead of Olympia.”

Now amend the motion to see if it passes, the KYG Conference will be held in Wenatchee every year. Be sure you make a motion to amend the Main Motion.

12. For each of the following items, write in which motion you would use to do the following:

If I wanted to:

Then I would:

- A. Ask the chair how to correctly make a motion. _____
- B. Complain about the stuffiness of the room. _____
- C. Change one part of a motion to clarify it. _____
- D. End the meeting. _____
- E. Ask the Chair whether someone is following parliamentary procedure.

- F. Take a short break. _____
- G. End debate and proceed to a vote. _____
- H. Introduce business to the group. _____

Easy Reference Guide for Motions

Motion	Type*	In order when another has the floor?	Requires a second?	Debatable?	Vote Required for Adoption
Main Motion	M	No	Yes	Yes	Majority
Adjourn	P	No	Yes	No	Majority
Amend a Motion	S	No	Yes	Yes	Majority
Refer to Committee	S	No	Yes	Yes	Majority
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
Lay on the Table	S	No	Yes	No	Majority
Call for Orders of the Day	P	Yes	No	No	Demand of Single Member
Point of Order	I	Yes	No	No	Ruled upon by the Chair
Parliamentary Inquiry	I	Yes	No	No	Not voted upon; responded to by chair
Postpone Indefinitely	S	No	Yes	Yes	Majority
Move to Previous Question	S	No	Yes	No	2/3 Majority
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



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

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, 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)

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, 1st reading, 2nd reading, 3rd 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 13th –16th, 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 16th, 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.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>
<u>15</u>						



MEETING 3: MOCK COMMITTEE HEARING

When it involves other people, it's a 'special interest.' When it affects you, then it's an extremely important issue." State Senator Jim Costa, California

Prior to Meeting 3

- Remind members of meeting and to bring registrations if not yet handed in
- Review all material in the coordinator's packet
- Review all material in the curriculum packet, especially Meeting 3
- Remind members to bring their research for texting while driving and intermediate driver license restrictions
- Arrange for a lobbyist/concerned citizen to come talk at the meeting
- Arrange for three adult volunteers to serve as committee chair and legislators
- View committee hearing videos via TVW website
- Materials needed:
 - Paper and Writing Utensils
 - Flip charts and pens
 - Internet access
 - Food and snacks
 - Copies of:
 - Hints for Testifying to the Legislature (handout section)
 - Guide to Effective Legislative Participation (<http://www1.leg.wa.gov/WorkingwithLeg/effectiveparticipation.htm>)
 - How to Testify in Committee (<http://www1.leg.wa.gov/WorkingwithLeg/testify.htm>)
 - How to Read a Bill (<http://www.leg.wa.gov/documents/legislature/backtoschool/howtoread.pdf>)
 - Documents for 1214 <http://apps.leg.wa.gov/billinfo/summary.aspx?bill=1214&year=2007> (Original Bill and House Bill Analysis near bottom of page)
 - Documents for 5469 <http://apps.leg.wa.gov/billinfo/summary.aspx?bill=5469&year=2009> (Original Bill and Senate Bill Report near bottom of page)
 - Bill Report Format (Handout section)

Objectives of Meeting 3

- ❖ Participate in mock committee hearing
- ❖ View committee hearings
- ❖ Choose bills for conference

Activity 10: Mock Committee Hearing

Life Skill Objectives: Communication

~speaking+ talking or verbal communication; planning, organizing and presenting a speech

~listening+ hearing and interpreting verbal communications

~giving feedback+ responding to communications from others

EALRs: Communication-3.1 Use knowledge of topic/theme, audience, and purpose to plan presentations.

3.3 Use effective delivery.

Social Studies-1.4 Understand civic involvement.

5.2 Use inquiry-based research.

5.3 Deliberate public issues.

1. Handout the **Hints for Testifying to the Legislature** (handout section), **Guide to Effective Legislative Participation** at www.leg.wa.gov/legislature/Pages/EffectiveParticipation.aspx, **How to Testify in Committee** at www.leg.wa.gov/legislature/Pages/Testify.aspx and **How to Read a Bill** at www.leg.wa.gov/BackToSchool/Documents/howtoread.pdf. Go over these documents and discuss the helpful hints given.
2. Handout bill documents for 1214 and 5469 to delegates and volunteers.
3. Assign following roles to delegates:
 - a. Lobbyist for the bill-You are a lobbyist for an organization that deals with the issue. You are in favor of a proposal to address the issue. You will present testimony supporting the proposed bill.
 - b. Lobbyist against the bill-You are a lobbyist in opposition to the proposed bill. You will present testimony against it.
 - c. Concerned citizen-You are a citizen with strong feelings regarding this issue. You will present the emotional testimony in favor of the need for the bill.
4. Assign the following roles to adult volunteers:
 - a. Committee Chair
 - i. Duties include calling the hearing to order
 - ii. Announcing subject of the hearing (Transportation)
 - iii. Ask for a bill to address the issue
 - iv. Call for testimony for and against the bill
 - v. Call for comments from legislators
 - vi. Ask for amendments
 - vii. Allow further debate, if necessary
 - viii. Call for vote from the legislators
 - ix. Repeat process for other bills
 - x. Adjourn the hearing
 - b. Legislator-You are a legislator who is concerned about the issue and want to do something about it. You will propose the bill at the beginning of the hearing to address the issue and then speak in favor of it.
 - c. Legislator-You are a legislator who has very little knowledge of the issue and are seeking information so you can make an informed decision. You may ask questions of the people testifying and your fellow legislators.
5. Have delegates switch roles for the second bill so they have practice testifying for and against a bill.
6. Give time to lobbyists (delegates) to prepare testimony and legislators (volunteers) to prepare questions. Set up the hearing room with a table for the chair and legislators facing a table for people testifying. For lobbyists speaking against the bill, part of their testimony should include amendment suggestions to make the bill one they would support.
7. Conduct mock committee hearing
 - a. Lobbyists and concerned citizen address the chair by saying, "Mr./Madam Chair, I wish to speak in favor of/against this bill." Wait to be recognized by the chair and then make your statement. After your statement, wait for questions.
 - b. Legislators address the chair by saying "Mr./Madam Chair, I would like to ask a question/make a statement."

8. After adjourning the meeting, have volunteers provide positive feedback and suggestions for improvement to the group as a whole in terms of presentation skills and information provided.
9. Review actual committee hearings to see what points were made for and against the bills.

HB 1214: To hear testimony, click on the link and go to the time listed.

House Public Hearing: 00:00:00-Overview of driver distractions (work session) along with public testimony

<http://www.tvw.org/media/mediaplayer.cfm?evid=2007020148&TYPE=V&CFID=3755787&CFOKEN=40924745&bhcp=1>

House Floor Debate: 03:18:15

<http://www.tvw.org/media/mediaplayer.cfm?evid=2007030121B&TYPE=V&CFID=3755787&CFOKEN=40924745&bhcp=1>

SB 5469: To hear testimony, click on the link and go to the time listed.

Senate Public Hearing: 01:32:15

<http://www.tvw.org/media/mediaplayer.cfm?evid=2009021033&TYPE=V&CFID=3755787&CFOKEN=40924745&bhcp=1>

Senate Executive Hearing: 01:14:15

<http://www.tvw.org/media/mediaplayer.cfm?evid=2009021130&TYPE=V&CFID=3755787&CFOKEN=40924745&bhcp=1>

Senate Floor Debate: 01:20:43

<http://www.tvw.org/media/mediaplayer.cfm?evid=2009030034&TYPE=V&CFID=3755787&CFOKEN=40924745&bhcp=1>

House Public Hearing: 00:30:30

<http://www.tvw.org/media/mediaplayer.cfm?evid=2009031054&TYPE=V&CFID=3755787&CFOKEN=40924745&bhcp=1>

House Executive Hearing: 01:13:00

<http://www.tvw.org/media/mediaplayer.cfm?evid=2009031165&TYPE=V&CFID=3755787&CFOKEN=40924745&bhcp=1>

House Floor Debate: 00:28:05

<http://www.tvw.org/media/mediaplayer.cfm?evid=2009040078A&TYPE=V&CFID=3755787&CFOKEN=40924745&bhcp=1>

Reflect: (So What?)

Did you feel prepared to participate in the mock hearing?

How did the mock committee hearing testimony compare to the actual testimony?

What presentations skills are the most effective?

Apply: (Now What?)

What will you want to do to prepare to testify at the conference?

Activity 11: Pick Your Bills for the Conference

Life Skill Objectives: Social Skills

~showing respect and consideration for others

~expressing feelings appropriately

~disagreeing appropriately

A list of bills will be provided by the KYG Core Committee via the KYG website. You may choose one of these bills or create one of your own using the Revised Code of Washington. If you decide to write your own bill, please make sure the format matches those of other bills.

To find bill language, go to www.leg.wa.gov and click on "Bill Information" on the left. Type in the bill number and click on "Search". Click on "Go to Documents" or scroll to the bottom of the page to find "Original Bill".

Choose one bill for every four delegates. *These four delegates are to be the lobbyist team that will testify for this bill and against bills that oppose the ideas in the chosen bill.*

Once the team chooses a bill, assign someone to complete a bill report using the **Bill Analysis Format** at the end of this section.

Assign the rest of the lobbyist team to research information for testimony:

- Problem identification or description of problem (Background information)
- How bill solves the problem (Summary of bill)
- Advantages
- Disadvantages
- Who supports the bill
- Who opposes the bill

At the end of Meeting 3

- Remind everyone of next meeting
- Remind everyone about fundraising
- Assign delegates to create bill analysis
- Assign delegates to research their bill topics

"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. Hollander (1817-1885)

"The efforts of the government alone will never be enough. In the end the people must choose and the people must help themselves."

-- John F. Kennedy

Handouts for Meeting 3

Hints for Testifying to the Legislature

MESSAGE - Personal, Positive, Powerful

- Personal - You have credibility. Tell your story. Most of the time, you've been invited not to give them the facts about an issue or problem, but your perspective. Connect everything back to students.
- Positive - Legislators are frequently whined at. DO NOT WHINE, GRIPE OR COMPLAIN. Think about how to describe the issue honestly - the challenges, the barriers to helping students succeed - but project the attitude that the problem is solvable and they have the capacity to make the improvements you are asking for.
- Powerful - Choose three points and then be clear, concise and convincing. Choose one student or one vignette to relate - you won't have much time.

PRACTICALITIES

- Do some homework. Write down the name of the Chair, remember it, and look up his/her picture on the website. Know the number of the bill. Know whether you are FOR or AGAINST. You'll need to declare.
- Make some notes on a small card or a single sheet of paper. Bullets that will help you remember your three points, not full sentences or paragraphs.
- If you know there are several people making a coordinated effort, make sure the rest of your team knows your bullet points and you know theirs. You don't want to repeat or conflict. Plan to meet for coffee or lunch just prior to the session to polish together.
- Practice with a clock - keep your comments to three really good minutes. You don't have to say everything - if you keep it short and they have questions, there will be time for them to ask.
- All sessions are recorded. Some are broadcast on TVW. You don't get to decline, so be prepared. Dress conservatively, without loud patterns on your tie or blouse or jacket.

WHEN YOU GET THERE

- At the door of the hearing room, sign in. Check the box that says you want to testify and then indicate whether you are for or against.
- If you have handouts to distribute, give them to the staff when you come into the room. Make 20 copies. Paginate or color-code if you want to refer to a page during your testimony. You don't have to - you can just say you've provided background info or further detail in your packet.

YOUR SHINING MOMENT

- When you are called, take your notes and sit at the table. Arrange the mike. It will be on - don't ask. You begin with...

“Thank you, Chair _____. For the record, my name is _____. I am from _____ school in _____ district. I am here to speak in support of/against this bill.”
Then take a breath, look down at your bullets, and go on with your testimony.

- When you are finished, ask if anyone has questions. Answer with brevity. If you don't know, tell them you'll need to find out and give the information to staff.
- Often you will be interrupted by questions. The members direct their questions through the Chair. You take your cues from the Chair. If the Chair interrupts, answer the questions asked of you, then look back down at your notes to get yourself back on track. If the Chair tells you they are almost out of time, give them just one more sentence and close with a reference to how they can locate your contact information. (If you don't have handouts, state your school and district again - they all have school directories).
- If at all possible, stay through the rest of the hearing. They are just two hours - and it looks better if you look interested in the entire topic, not just your part.

BILL ANALYSIS
(HB or SB) 0000
(Name of Committee bill is assigned to)

February 13, 2010

Title: An act relating to...

Brief Description:

Sponsors: (Insert sponsors listed on bill in order as written)

<p>Brief Summary of Bill (One or two short summary sentences)</p>

Staff: Name of person who completed report.

Background:

Summary of Bill:

Fiscal Note: (Either available or not available)

Committee/Commission/Task Force Created: (Yes or No)

Effective Date: If a bill does not list an effective date, the bill is effective "Ninety days after session."



MEETING 4: PREPARE FOR CONFERENCE

“Compromise does not mean cowardice”. John F Kennedy

Before Meeting 4

- Remind members of meeting and to bring registrations if not yet handed in
- Review all material in the coordinator’s packet
- Review all material in the curriculum packet, especially Meeting 4
- Remind delegates to bring their bill research
- Materials needed:
 - Tri-fold display board
 - Materials for display
 - Paper and writing utensils
 - Food and snacks
 - Make copies of:
 - Bill Book (KYG website)
 - Bill Display Checklist (Handout section)
 - Public Speaking Feedback Form (Handout section)
 - Getting the Point Across (Handout section)
 - Conference Agenda (Handout section)

Objectives of Meeting 4

- ❖ Finish Legislative Process Game
- ❖ Create Bill Display
- ❖ Practice testimony for and against bills
- ❖ Finalize plans for conference

Activity 12: Prepare Bill Display and Finish Legislative Process Game

Life Skill Objectives: learning to learn

~ remembering information that is learned, to help ensure information is retained

~using the learned information in new situations, to solve problems, or to change one’s behavior

EALRs: Social Studies-5.1 Use critical reasoning skills to analyze and evaluate positions.

5.2 Use inquiry-based research.

5.3 Deliberates public issues.

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.

Hand out the **Bill Display Checklist** and create a display using the bill research delegates found prior to the meeting. Use this time to also finish the Legislative Process Game to bring to the conference if not already completed.

Activity 13: Practice Testimony

Life Skill Objectives: self responsibility

~personally accountable without supervision

~reliable, can be depended on

EALRs: Communication-3.1 Use knowledge of topic/theme, audience, and purpose to plan presentations.

3.3 Use effective delivery.

4.1 Assess effectiveness of one’s own and others’ communication.

Hand out **Public Speaking Feedback Form** and **Getting the Point Across**. Review with delegates and have them create testimony for their bill and similar bills.

Also have delegates review the **Bill Book** and find opposing bills. Create testimony to speak against these bills.

Have each delegate practice his or her testimony and have the rest of the delegates use the **Public Speaking Feedback Form** as a guide to provide individual feedback.

Activity 14: What is happening at the conference?

Life Skill Objectives: planning and organization

~consider the total situation

~identify the parts, steps and necessary sequence or order

Hand out the conference agenda and discuss what will be occurring in each session, topics you briefly covered in the first meeting. Answer any questions about what will be happening at the conference.

Reflect: (So What?)

Do you feel prepared to attend the conference?

Apply: (Now What?)

What do you think we can expect from the activities we'll participate in at KYG?

What skills will be most important for us to have practiced and be ready to apply?

Activity 15: Finalize plans

Life Skill Objectives: self responsibility

~personally accountable without supervision

~answering for own actions

~uses good judgement

Discuss transportation, review the dress code, confirm appointments with legislators, etc.

At the End of Meeting 4

- Remind delegates to watch TVW on television or on www.tvw.org at least once a day leading up to the conference so they can become familiar with the processes of committee hearings and floor sessions. This familiarity will give them the confidence they need to do well at the conference.
- Remind everyone to research and prepare for their role- the more that they know and practice, the better they will be prepared for conference, and the more fun they will have.

"Democracy is never a thing done. Democracy is always something that a nation must be doing."

-- Archibald MacLeish, American poet, public official (1892-1982)

"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

Handouts for Meeting 4

Your Bill Display Checklist

- Tri-fold poster – must be able to stand alone on a table to be displayed
- Bill Number and Short Title – 36 size font or larger
- Problem statement or description of issue – A written summary of the problem. No more than one page. Make sure to identify sources used.
- Description of solution – A written summary of how the bill solves the problem. No more than one page. Make sure to identify sources used.
- Advantages of your solution – List of bullets no more than half a page
- List of supporters – List of bullets no more than half a page
- Bill language (at least one copy available on table)
- Bill analysis using form from Meeting 3 (at least one copy available on table)
- Fiscal note (at least one copy available on table, if available)
- Two Pictures 4 inches or larger – Pictures can include charts, graphs, photos, drawings, political cartoons, newspaper headlines, tables of statistics and other illustrations related to the policies. Each picture should have a caption or title.
- Feel free to be as creative as you want, add color or don't! Play around with design and make it represent the “coolness” that is your county delegation.

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.