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**PROGRAM INFORMATION**

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Brent Gaither  
Program Director  
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Olympia, WA 98502

**Mailing Address:**  
PO Box 193  
Olympia, WA  98507

**Youth & Government on the web:**  
www.youthandgovernment.org

**STATE PROGRAM CHAIR**

Krystal Starwich  
kstarwich2020@hotmail.com

**DISTRICT COORDINATORS**

<table>
<thead>
<tr>
<th><strong>District 1:</strong> Northwest Washington</th>
<th><strong>District 2:</strong> Seattle/Tacoma</th>
</tr>
</thead>
</table>
| **Anna Hazen**  
YMCA Youth & Government  
(206) 310-7980  
amhazen@seattleymca.org | **Anna Hazen**  
YMCA Youth & Government  
(206) 310-7980  
amhazen@seattleymca.org |

<table>
<thead>
<tr>
<th><strong>District 3:</strong> Coast, Peninsula &amp; SW WA</th>
<th><strong>District 4:</strong> Southeastern Washington</th>
</tr>
</thead>
</table>
| **Michell Gentry**  
Olympic Peninsula YMCA  
(360) 808-4201  
michellgentry@gmail.com | **Shayna Hutchins**  
Dayton High School  
(509) 382-4775  
shaynah@daytonsd.org |

<table>
<thead>
<tr>
<th><strong>District 5:</strong> Spokane</th>
</tr>
</thead>
</table>
| **Saralyn Nisbet**  
YMCA of the Inland Northwest  
(509) 777-9622  
snisbet@ymcaspokane.org |
### 70th Youth Legislature Program Calendar

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 2016</td>
<td>15</td>
<td>Advisor Training</td>
<td>Olympia</td>
</tr>
<tr>
<td>November 2016</td>
<td>19</td>
<td>CONA Applications Deadline</td>
<td>Spokane</td>
</tr>
<tr>
<td>December 2016</td>
<td>31</td>
<td>CONA Applications Deadline</td>
<td>Spokane</td>
</tr>
<tr>
<td>January 2017</td>
<td>15</td>
<td>Financial Assistance Application Deadline</td>
<td></td>
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<tr>
<td></td>
<td>15</td>
<td>Governor’s Cabinet Application Deadline</td>
<td></td>
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<tr>
<td></td>
<td>TBD</td>
<td>CONA Interviews</td>
<td>TBD</td>
</tr>
<tr>
<td>February 2017</td>
<td>13–March 19</td>
<td>Youth Legislature Registration &amp; Bill Submission Open</td>
<td></td>
</tr>
<tr>
<td>March 2017</td>
<td>15</td>
<td>Advocacy Day/Major Officers Meeting/Proclamation Signing</td>
<td>Olympia</td>
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<tr>
<td></td>
<td>19</td>
<td>Youth Legislature Registration and Bill Submission Deadline</td>
<td></td>
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<tr>
<td>April 2017</td>
<td>21–22</td>
<td>Youth Legislature Leadership Training</td>
<td>Olympia</td>
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<tr>
<td>May 2017</td>
<td>3–6</td>
<td>70th YMCA Youth Legislature</td>
<td>Olympia</td>
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<tr>
<td></td>
<td>TBD</td>
<td>CONA Delegation Meeting</td>
<td></td>
</tr>
<tr>
<td>July 2017</td>
<td>June 29–7</td>
<td>50th YMCA Youth Conference on National Affairs</td>
<td>Black Mountain, NC</td>
</tr>
</tbody>
</table>
Youth Legislature Program Events

Listed below are the various events that occur each year both during and separate from the Youth Legislative Session. The dates are listed on the calendar in the front of your handbook.

Advisor Training:

Proclamation Signing:
This is the first official Youth & Government event of the year and is attended by program participants, volunteers, program supporters, and Washington State elected officials. The Proclamation Signing typically takes place early in the year on a weekday morning (see program calendar) at the Legislative Building. The Youth Governor, and statewide elected officials sign the Proclamation calling the Youth Session to order and youth have the opportunity to mingle with elected officials. All youth Legislature Major Officers are encouraged to attend. Others may be able to attend depending on available space during the event.

Y-Advocacy Day:
On this day each year YMCA executives from around the state come to Olympia to lobby for the things that are important to YMCA’s. The morning is filled with information concerning YMCA’s statewide and on a national level, lunch is served, then individuals meet with their respective representatives. Students are encouraged to attend with an exec from their area and see how this process works. There may also be opportunities for Youth Leadership to speak during informative sessions. This is an opportunity for students to see the process first hand as well as bring their concerns directly to legislators. Y-Advocacy Day and the Proclamation Signing are typically held in conjunction with each other. If you have any questions or would like to participate in this event, please contact the State Office.

Advisor Trainings:
Held in the fall each year, these events allow advisors from across the state to network with each other and participate in program related training sessions. Similar training events are held in Olympia and Spokane on separate Saturdays to ensure all advisors have access to this opportunity.

Leadership Training:
A weekend prior to the Youth Legislative Session, the elected officers come together to plan for session and learn how to execute their specific jobs. Advisors train students in their respective areas and leaders begin to learn how to work within their groups. Leadership Training is required for most students in elected and appointed leadership positions. See the specific position description to find out for sure if your students must attend.
**Governor’s Ball:**
The Governor’s Ball takes place on the last evening of the Youth Legislature and is held in the Rotunda of the Legislative Building. It is required that all students, staff, and volunteers attend. Dress Code is semi-formal to formal see code of conduct and dress). While at the Governor’s Ball, students may dance to music mixed by the DJ, watch a movie, or hang out in the game room. The home delegation of the current Governor is responsible for decoration (supplies and preparation) and clean-up of the ball. All Advisors are responsible for chaperoning this activity and for setting up clear guidelines for their students before arriving at the dance.

**State Reception:**
The State Reception (formerly known as the “Lobbyist Reception”) generally takes place on the first or second evening of session. Candidates for Major Office deliver their speeches for their candidacy. Dinner is provided during this reception for all delegates and Advisors.

**CONA:**
The YMCA Youth Conference on National Affairs was started in 1968 as a follow-up to the state Youth & Government programs conducted by the YMCA throughout the US. This program offers unusual opportunities for a young person to do research in the area of National and International concern; to organize this information into a documented proposal; to engage in intensive discussion and to debate these proposals with understanding young people from other states.

**If you have questions regarding any of these events please contact the State Office at (360) 357-3475.**

**If you are planning your own event (community night, fundraising event, round table discussion, etc.) please contact the State Office. We may be able to offer support and resources. It is also important that your events do not conflict with State sponsored program events.**
## Sample Program Schedule during Youth Legislature

### Wednesday
- **9:30-10:45**  Registration
- **11:00-11:45** New Advisor Orientation/8th Grade/Page Orientation
- **11:45-12:15** All advisor meeting
- **12:15-1:15** Lunch on your own
- **1:15-1:45** Area Orientations
- **2:00-4:30** Legislative Committees in Session
- **4:45-5:45** Rules Committee (dinner provided)
- **5:45-6:45** Committee Chair Activity
- **5:45-6:45** Delegation Dinner
- **5:45-6:45** Governor's Cabinet Reception
- **6:45-7:15** House & Senate Organizational Sessions
- **7:15-8:30** Opening Joint Session
- **8:30** Delegates to Hotel

### Thursday
- **9:00-11:30** First regular session
- **10:00-10:30** All Advisors Meeting I
- **10:45-11:15** All Advisor Meeting II
- **11:30-12:30** Pictures with Governors
- **12:30-2:00** Lunch on Your Own
- **2:00-5:30** First regular session continued
- **5:30-6:45** State Reception & Candidate Speeches
- **7:00-8:45** First regular session continued
- **8:45** Delegates to Hotel

### Friday
- **9:00-11:30** Second regular session
- **9:30-4:00** Election of Major Officers
- **10:00-10:30** All Advisors Meeting I
- **10:45-11:15** All Advisor Meeting II
- **11:30-1:00** Lunch On Your Own
- **1:00-4:30** Second regular session continued
- **2:00** Governor's Press Conference
- **4:30-8:00** Dinner
- **8:00-11:00** Youth Governor’s Ball
- **11:00** Delegates to Hotel

### Saturday
- **9:00-11:00** Third Regular Session
- **9:30-10:00** All Advisors Meeting I
- **10:15-10:45** All Advisor Meeting II
- **11:30-12:30** Closing Joint Session
- **12:30** Session Adjourns
YMCA Youth Legislature State Fees

Registration: February 13th – March 19th

Registration + Accommodations $360/student & advisor

*Accommodations include hotel room, transportation to-and-from the Capitol campus, three breakfasts, and three dinners*

**NO REGISTRATIONS WILL BE ACCEPTED AFTER MARCH 19th**

***THE YMCA YOUTH & GOVERNMENT STATE OFFICE DOES NOT ISSUE REFUNDS FOR ANY FEES***

****REQUESTS TO SUB DELEGATES IN AND OUT AFTER MARCH 19TH WILL BE CONSIDERED BY THE STATE OFFICE ON A CASE BY CASE BASIS****
YMCA 70TH YOUTH LEGISLATURE

MAJOR OFFICERS

Governor
Blake Hirst | Northshore Delegation

Attorney General
Catie Farley | Washington High Delegation

Lieutenant Governor
Skilar Hanson | Washington High Delegation

President Pro Tempore
Cal Martin | Dayton Delegation
Amber Stastny | Spokane Delegation

Speaker of the House
Jabin Webster | Tacoma Delegation

Speaker Pro Tempore
Tavin Dotson | Olympic Peninsula Delegation

Secretary of State
Lauren German | Tacoma Delegation

Director of Elections
Kaleb Eichhorn | Thurston Delegation

Editor–In–Chief
Maya Wharton | Olympic Peninsula Delegation

Chief Lobbyist Executive
Alexandria Swanson | Korum Delegation

Post Master General
Grace Sanwald | Olympic Peninsula Delegation
# YOUTH & GOVERNMENT BOARD OF DIRECTORS

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Company/Institution</th>
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<tbody>
<tr>
<td>Dave Fisher</td>
<td>Chair</td>
<td>Fisher-Jurkovich Public Affairs</td>
</tr>
<tr>
<td>Joe Jenkins*</td>
<td>Chair-elect</td>
<td>Parametrix</td>
</tr>
<tr>
<td>Kevin Hamilton</td>
<td>Treasurer</td>
<td>Perkins Coie</td>
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<tr>
<td>Kelly Evans</td>
<td>Treasurer-elect</td>
<td>Soundview Strategies</td>
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<tr>
<td>Dan McGrady</td>
<td>Secretary</td>
<td>PEMCO</td>
</tr>
<tr>
<td>Catherine Brazil</td>
<td></td>
<td>University of Washington</td>
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<tr>
<td>Jeanne Cushman*</td>
<td></td>
<td>Attorney/Lobbyist</td>
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<tr>
<td>Mike Egan*</td>
<td></td>
<td>Microsoft</td>
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<tr>
<td>Erica Hallock</td>
<td></td>
<td>Council for a Strong America</td>
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<tr>
<td>Lucy Helm*</td>
<td></td>
<td>Starbucks Coffee Company</td>
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<tr>
<td>Blake Hirst</td>
<td></td>
<td>Youth Governor</td>
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<tr>
<td>Tom Hoemann</td>
<td></td>
<td>Secretary of the WA Senate, retired</td>
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<td>Judge Robert Lewis</td>
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<td>Clark County Superior Court</td>
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<tr>
<td>David Namura</td>
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<td>CenturyLink</td>
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<tr>
<td>Al Ralston</td>
<td></td>
<td>Checkerboard Consulting Services</td>
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<tr>
<td>Sam Reed</td>
<td></td>
<td>Secretary of State Emeritus</td>
</tr>
<tr>
<td>Krystal Starwich*</td>
<td></td>
<td>Seattle Academy of Arts and Sciences</td>
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<tr>
<td>Neil Strege</td>
<td></td>
<td>Washington Roundtable</td>
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<tr>
<td>Marta Tolman</td>
<td></td>
<td>Business Management Consultant</td>
</tr>
<tr>
<td>Matt Wojcik</td>
<td></td>
<td>Bullivant Houser Bailey</td>
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<tr>
<td>TBD</td>
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<td>Mock Trial Representative</td>
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</tbody>
</table>

*Alumni of Youth & Government
YOUTH & GOVERNMENT ADVISORY BOARD

Governor Jay Inslee
Lt. Governor Brad Owen
Secretary of State Kim Wyman
State Treasurer Jim McIntire
Superintendent of Public Instruction Randy Dorn
Justice Debra Stephens
Solicitor General Noah Purcell
Senator Andy Billig
Senator Joe Fain
Representative Sam Hunt
Representative Hans Zeiger
Chief Clerk Barbara Baker
Secretary of the Senate Hunter Goodman
Christine Gregoire, Former Washington State Governor
Ralph Munro, Former Secretary of State
Scott Washburn, CEO YMCA of Snohomish County
Renee Radcliff Sinclair, President & CEO of TVW
**Vision Statement**

New generations of ethical and informed, public-minded citizens

**Mission Statement**

Teach democratic values and skills to youth through hands-on experiences

**Specific Program Goals:**

- To foster the development of citizen responsibility
- To develop social competence, problem-solving ability, and communication skills
- To encourage self-reliance and a sense of purpose for youth
- To provide training and experience through active participation in the three branches of government: Legislative, Executive, and Judicial
- To stimulate careful deliberation of social issues and their possible resolutions
- To create opportunities to hear and respect varying viewpoints
- To inspire young people to be responsible & act with integrity
- To apply ethical values in making public policy
- To teach the YMCA core values of **Honesty, Caring, Respect, Responsibility.**

**Motto**

“Democracy must be learned by each generation.”
Historical Review of Youth Legislature: 1947-2016

The very first YMCA Youth Legislature was held in New York State in 1936. In 1947, under the leadership of a prominent attorney named Frank S. Bayley, Jr., the Pacific Northwest Area Council of YMCAs sent two young YMCA branch executives, Dick MacMorran and Vern Emery, to observe the New Jersey program. They reported back that the program was well suited for Washington’s YMCA youth work and that they would like to start chapters in their YMCAs based in Seattle. That fall, Bayley and the Pacific Northwest Area Council founded the Washington YMCA Youth Legislature and formed a committee to organize the first legislative session for youth in the spring of 1948. John M. McClelland, Jr., a newspaper publisher from Longview, served on the 1948 Youth & Government Statewide Committee. He was joined by other prominent business and government leaders in the state to provide the policy and financial leadership to launch the program.

Details of those early years are sketchy, as very few historical documents remain. However, the first Washington YMCA Youth Legislature occurred April 16-17, 1948 at the State Capitol. There were 21 Senate bills and 54 House bills submitted by 150 high school students from 70 Hi-Y and Tri-Hi-Y YMCA youth clubs. Senators and Representatives were elected by the Hi-Y and Tri-Hi-Y clubs in the local communities. Dr. George Gallup assisted students in conducting polls on local, state and national issues as a means of generating ideas for bills. Bill topics have never been censored by the program committee. Instead, the time honored application of democracy itself determines what legislation will be recorded for posterity for the years to come.

The first Youth Governor was Walter Becker from Spokane. Several of the bills discussed at that first legislature proposed lowering the voting age to eighteen. Others would authorize the use of school buses to take students to extracurricular activities after school hours and one proposed changing the state constitution to make education the first claim on the revenues of the general fund – all things that have become current laws in Washington State.

The 69th session of the Washington Youth Legislature brought 440 students to the Washington State Capitol Campus in 2016. Next year Youth Governor Blake Hirst will lead students into the 70th year of the Youth & Government program in Washington. There are many reasons why YMCA Youth & Government has remained so successful over the past 70 years. Foremost has to be a deep and abiding belief in the importance of democracy to our nation and the realization that come to participants, that each individual in society is responsible for helping to find solutions to problems and for taking part in a democratic way of life.
Program Policies/Board Expectations

Washington YMCA Youth & Government is governed by a Board of Directors. The following are guidelines and policies adopted by the Board:

Adult Leadership Policy
All phases of the Youth Legislature program include adult responsibilities. To ensure adequate supervision and leadership for student delegates, adult leaders function in the following capacities:

- As advisors and facilitators assisting students
- As sources of unbiased, objective information, as requested by delegates
- As a responsible adult acting on behalf of the student delegates’ parents, the local YMCA or high school, and the statewide organization of YMCA Youth & Government

All adult advisors and program volunteers are expected to maintain appropriate relationships with their students. Personal relationships with individual students are strictly prohibited.

Drug, Alcohol & Tobacco Policy
The YMCA commitment to a healthy spirit, mind and body requires consistent enforcement of the Youth & Government drug, alcohol, & tobacco policy as follows:

- There will be no tolerance of drug, alcohol or tobacco use in any form during Youth & Government events and activities.
- Failure to comply with this policy could result in immediate expulsion from the program. Delegates may be sent home at their own expense.

Learning Policy
Strong differences of opinion exist among student delegates in the YMCA Youth Legislature and can be reflected in their statements and their proposed legislation. The State Board believes these differences are essential to the learning experience of student participants. However, the ideas and issues brought up for consideration by the student delegates are their own and do not necessarily reflect the opinions of YMCA Youth & Government as an organization.
Board Expectations

- Youth Legislature is available to all students in grades 8-12 without regard to race, creed, gender, or national origin.
- Student delegates select their own legislative issues.
- Student delegates are trained and encouraged to objectively consider all points of view when researching and drafting their legislative bills.
- Student delegates are expected to author their own work, i.e. bills, newspaper articles, or other written materials.
- Student delegates are encouraged to seek adult counsel in researching and drafting their work so it as nearly as possible resembles actual legislation. Adult counsel can include delegation advisors, parents, teachers, specialists in the field of research, legislators, lobbyists, attorneys, and other professionals.
- YMCA Youth Legislature Student Leadership at the statewide session in Olympia is selected by their peers.
- Every effort is made to ensure delegations accurately reflect the ethnic makeup of the communities they represent.
- All program materials and fees will be received on time by the deadlines set forth each year in the statewide calendar. Only delegations that have met this obligation will receive bill books and other appropriate program materials.
Advisor Responsibilities

Delegation Advisor Requirements

A ratio of one adult to every ten participants (1:10) is to be in place at all Youth & Government activities on the local, district, and state level. At least half of the advisors from each delegation must be at least 21 years of age. Program alumni are required to be at least two years out of high school to volunteer as a delegation advisor. Alumni interested in volunteering who are less than two years out of the program should contact the state Youth & Government office to learn about additional opportunities.

Each delegation must have one “Lead Advisor” for their group. This individual will be the main point of contact for the state office and be responsible for providing leadership and direction for the delegation at all levels of the program. It is also the responsibility of this individual to ensure that the following advisor responsibilities are taken care of (either by themselves or by another advisor in the group).

It is the advisor’s role to provide appropriate adult leadership and direction for high school age delegates. It is imperative you are clear with your students as your role as an advisor and that you maintain a professional manner in dealing with the students and their parents.

Who to call for help...

Chain of Concern during the year – when you have a problem, question, or concern contact:

1. Delegation Lead Advisor
2. District Coordinator
3. State Office
Local/Delegation Responsibilities

1. **Meet program deadlines.** Each year a Statewide Program Calendar is published for the upcoming year's activities. It is important for your delegation that you get in all required registration materials, forms, and fees in to the State Office by these deadlines.

2. **Develop a budget and local program calendar.** This should include the due dates for delegation fees and other materials (this should be before the state deadlines).

3. **Work with students to develop a fundraising goal (if fundraising is needed in your delegation)** and a plan to achieve the goal. Help them implement fundraising activities. **All fundraising events need adult supervision.** It is also a good idea to be sure that any fundraising that you plan does not conflict with other scheduled events of the YMCA or school.

4. **Plan and organize recruitment of delegates and other advisors.** Contact local schools/teachers, post flyer, etc. It is also important to have another advisor ready to step in in your absence.

5. **Facilitate leadership opportunities within the delegation.** While this is a student run program, it is important to know the limits and abilities of your students and set them up for success. Make sure they have all of the skills they need in order to lead effectively.

6. **Act as a resource base.** Know your parliamentary procedure and the YMCA Rules of Order (in your Advisor Handbook). Be able to help students in the use of the RCWs (Revised Code of Washington) and help students identify other sources of information and knowledge.

7. **Facilitate the creation of a strong team within your delegation.** Work with your delegation to develop a healthy group identity based on their shared experience and interests. Be sure to plan social activities in addition to your regular business meetings.

8. **Communicate with parents.** Make sure parents are aware of the calendar of events as well as the fees involved with the program. Also alert them to all opportunities that come up for their students.
**District Responsibilities**

1. **Communicate with your District Coordinator and other advisors in your district.**

2. **Meet your district's program deadlines.** Stay in touch with your district coordinator. (District Coordinator contact information is listed in the front section of this handbook.)

3. **Participate in and share leadership responsibility for conducting district training events.**

**Advisor Responsibilities during the Youth Legislature**

During the four day YMCA Youth Legislative session in Olympia, each advisor is asked to assume specific program area responsibilities in addition to supervising and transporting your delegates.

Though advisors are assigned to specific program areas, they may be requested to help with other tasks. **ALL ADVISORS ARE RESPONSIBLE FOR SUPERVISION AT THE GOVERNOR’S BALL.**

There are daily advisor meetings during the session where additional questions can be resolved and assignments revised or added. Advisors need to attend one of these meetings each day.

Remember that there are a lot of people around to help you out so don’t be afraid to ask lots of questions!! Remember that this chain is just a guideline, use your best judgment and get the answers you need.

**Chain of Concern in Olympia – for questions/concerns dealing with specific program areas go to:**

1. PAL (Program Area Lead)  
2. State Office

Specific program area responsibilities are described in the following pages.
Program Area Lead Advisors

The YMCA Youth Legislature is intended to be student-run. It is the job of the student leadership in each area to provide the leadership, direction, and control for that program area. Program Area Lead Advisors (PAL) and other advisors should step in only in circumstances where there is a major difficulty.

In each program area, the PAL is the authority on the policy and rules for that area. If a PAL feels there is a need to deal with a situation immediately, they may send a note to the student leader requesting an immediate conference. Only a PAL may make such a request. Such conference must take place out of the hearing and visibility of other students and participants. If there is a disagreement with a student that is unresolved, that student’s delegation lead advisor should be contacted. If there is a disagreement between advisors, state office staff should be contacted immediately. The state director will make the final decision if the conflict cannot be resolved to solve the issue.

Advisors other than the PAL who feel there is an issue or problem that needs to be addressed must first speak to the Program Area Lead. If a program area advisor feels that the Program Area Lead or student leadership is not responding, they need to immediately contact state program staff. Under no circumstances should any advisor correct a student leader in the public arena. Similarly, disagreements among adult advisors should be discussed in as private a manner as possible.

PALs are the “lead” in a specific area. As a PAL you are responsible in ensuring that there is adult supervision of the area at all times. This does not mean you need to be present at all times, but at least two advisors need to be in the area always. It may be helpful to develop a sign-up sheet or schedule of shifts so all advisors know when they are needed and when they can take a break. It might also be helpful to appoint an “assistant” that you can count on to oversee things when you are unable to be around.

As a PAL you are asked to attend and participate in leadership training in April. You will be responsible for developing curriculum and training major officers and student leaders in your area.
Committee Advisors Expectations

1. **Know where and when your committee meets.** Please be there at least 5 minutes before the committee is scheduled to convene. **At least one lead committee advisor must be present during all committee and executive sessions.** Make sure that committee chair has the committee packet prior to calling the committee to order.

2. **Know the YMCA Youth & Government Rules of Order.** These are found in the bill book. The Committee leadership has a copy of the full Committee Session Guidelines & Rules of Order.

3. **When requested, act as a resource to the committee chair & vice-chair.** Plan to meet with the committee leadership before the full committee meets to discuss the tone the students want to set. Questions often arise regarding committee procedure, amendment process and use of the forms, location of various offices & other committees. Your role is primarily advisory or support; however, if the committee leadership is floundering or not doing its job it is your responsibility to intervene. Do so by asking the chair or vice-chair to call a short break, at which time you can talk to the leadership to resolve the difficulty. If the committee leadership is encouraging or allowing inappropriate behavior, it is important to deal with the problem immediately.

4. **Supervise pages assigned to your committee and assist the pages from other committees and the page station.** As the legislators are getting organized, take a few minutes to meet pages. **Reinforce to pages that inappropriate messages - excessive, abusive, or otherwise unnecessary memos - should be delivered directly to the Page PAL at the Page Table.**

5. **Review all amendments before they are sent to the Code Reviser's Office.** After amendments are made, the proponent of the bill should take their bill directly to the Code Reviser’s Office. All amendments must be to the Code Reviser’s Office no later than 4:30 pm. The bill proponent should wait for the bill and return the amended bill to the committee vice-chair.

6. **Provide supervision for the use of the committee room facilities.** The committee chair and vice-chair should maintain proper decorum and direct final cleanup of the room. Chairs and tables should be replaced if they were moved.

7. **Ensure that at least two advisors are present during all program hours.**
Rules Committee Advisors Expectations

1. **Be familiar with the Rules of Order and the function and operation of the Rules Committee.**

2. **Meet with the presiding officers.** Make sure they have a clear understanding about what needs to be done and the time limits for completion.

3. **Assist the Secretary of State in getting the calendar typed and distributed.**

4. **Ensure that at least two advisors are present during all program hours.**

Senate, House, O’Brien House & Cherberg Senate Advisors Expectations

1. **Assist in the orientation, as requested by the Youth Leadership.**

2. **Be present at all times when the chamber is in session.** It is recommended that you be present at least 15 minutes prior to each session and available for consultation.

3. **Confirm opening and adjourning times for each session with the presiding officers.** You should also remind them to check with the Reading Clerk for announcements before adjourning (This should be done by the PAL.)

4. **Review session logistics**

5. **Act as a resource to the student leadership.** Be available to the student leadership to assist *when called upon*. If the advisors present agree there is a major disruption that is not being dealt with effectively by the student leadership, request that the PAL contact the student leadership. It is the students' job to maintain order. Advisors should step in only in circumstances where it is apparent that the presiding officer is not doing an effective job controlling the chamber.

6. **Serve as the adult liaison with Capitol staff.** This is most important!! It is only because of our strong relationship with these individuals that we are able to use the facilities each year, and it is important to maintain these relationships.

7. **Ensure that at least two advisors are present during all program hours.**
Lobbyist Advisors Expectations

1. **Introduce yourself to the student lobbyist officers before the orientation.**

2. **Ensure that at least two advisors are present during all program hours. A signup sheet may be helpful in ensuring this expectation is met.**

3. **Assist in the orientation, as requested.**

4. **Be available to the student lobbyist leadership to assist when called upon.** Confirm the starting and adjourning times for each session, help set daily lobbyist meeting times, and remind about any announcements during the daily meeting, if needed. Review the session logistics such as how to be recognized on the floor to speak, individual speaker time limits, where and when to distribute written testimony. Help with the organization of the Lobbyists’ Reception and any scheduled press conferences.

5. **Review and initial any material that is to be photocopied.** An advisor’s initials must be present before material will be photocopied. It is the advisor’s responsibility to ensure that any handbills adhere to the standards.

Press Corps Advisors Expectations

1. **Introduce yourself to the student editors prior to the session.** Help the editors decide how many issues will be printed, with a schedule of copy deadlines for getting each newspaper printed, and ensure they can realistically accomplish their goals. The first edition is laid out and printed prior to session by the editor.

2. **Be sure that at least two advisors are present during all program hours. A signup sheet may be helpful in ensuring this expectation is met.** Several pieces of expensive equipment are loaned to the press corps for the session and it is important that adequate adult supervision be maintained. This is especially important for several hours before a print deadline and until the deadline has been met.

3. **Assist in the orientation, as requested by the Editor-in-Chief.**

4. **Be available to the student editors to assist when called upon.** Confirm with the editors the starting and adjourning times for each session, help them to set daily press corps meeting times, and remind them to make any announcements during the daily meeting. Assist with the typing of stories, layout, or other support functions requested by the editors.
Youth Governor and Secretary of State Advisors

1. **Serve as the adult liaison between the YMCA Youth Legislature officers and the staff and elected officials whose offices are used by our students.** This is an extremely important role and can serve either to support or erode the program's relationship with the Governor and the Secretary of State. The State Director will also be in contact with these offices and staff during the session, but the advisors assigned to these areas need to be alert to the activities of the students and work with the staff to ensure good relations.

2. **Agree with the Youth Governor or Secretary of State about a regular, brief meeting time each day to check in about how things are going.** You have an important role to fill in helping the student do the best job that is possible, and to support and advise the student about resolving difficulties. Most youth officers feel increasing pressure as the session progresses - you can help them by being a familiar presence and supporting them.

3. **Plan to be in the office with the student at the beginning of each day, before the lunch break, at the end of the afternoon session, before the evening session, and at the day's conclusion.** These are important times for an adult to be present to ensure that the office is being supervised and that things are being left in order at the end of each session. **There should always be at least two adult Advisors in the office at all times when students are present.** A signup sheet may be helpful in ensuring this expectation is met.

4. **Attend Major Officer Meetings at the beginning of each day.** It is important for MO’s to meet each morning to discuss issues in each area and coordinate communication. At least one advisor should attend this meeting to answer questions and act as a resource to students.
Page Advisors Expectations

1. **Introduce yourself to the pages before the orientation.**

2. **Conduct the orientation for pages.** Include a tour of the Legislative Building program areas, the page station locations for committee and general sessions. For pages assigned to committees, have one page advisor take pages for each building and show them where the committee rooms are in that building.

3. **Be sure that at least two advisors are present during all program hours.** Advisors are assigned to page stations and each chamber - please arrange for coverage at all times.

4. **Set daily meeting times – at the beginning of each day, the beginning of the afternoon session and before the evening session.** These are important times for adult contact to check attendance, to provide supervision and support, and to make sure that things are left in order. Confirm with the students the starting and adjourning times for each session. Review logistics for pages, such as where to sit in committees and each chamber, how members will request a page to deliver a message, what to do with inappropriate messages, etc.

5. **Screen messages, help pages locate committee hearing rooms, make sure the message is addressed to the right place and troubleshoot.** Remind pages to screen (read) messages and to deliver inappropriate messages to a page advisor.
Things to Remember for Session

Advisor Packing List

1. **Session Clothes** – advisors must adhere to the same dress code as delegates; anyone failing to meet dress code standards may be asked leave and come back dressed appropriately
2. **Session Shoes** – it is important to wear shoes that are both comfortable and in adherence to the dress code
3. **Walking Shoes** – not a bad idea to pack some tennis shoes for walking downtown for lunch
4. **Governor’s Ball Attire** – while it is completely acceptable to where session clothing, some advisors choose to dress up for the event
5. **Casual Clothing** – while there isn’t much time to wear casual clothing, it is nice to have for van rides and evenings at the hotel

As an advisor for the Youth Legislature Program you are walking into a labyrinth of hangnails, run nylons and forgotten clothing. And, while it is impossible to be prepared for every unfortunate event, having these items on hand may save you from spending lunch looking for a Rite Aid.

1. Lots of pens
2. Duct Tape
3. Band Aids
4. Extra nylons
5. Feminine products
6. An extra neck tie
7. Safety pins
8. Breath mints
# Budgeting 101

When creating a program budget there are two main things to consider. **Expenses** are things that will cost money, and **revenue** is money being brought in. In the end your expenses and revenue should balance – or your revenue should be just a little more than your expenses so you come out positive. The following tables outline some things you will need to consider in terms of expenses and revenue when creating your budget for Youth Legislature or Mock Trial.

<table>
<thead>
<tr>
<th>Expenses:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staffing</strong></td>
<td>In high schools this may take the form of a teacher stipend. In YMCA’s it may be a percentage of an employee’s total salary (based on the amount of time spent running the Y&amp;G program. It may also include a small portion of an administrative person or supervisor’s salary.</td>
</tr>
<tr>
<td><strong>Training</strong></td>
<td>Both Youth Legislature and Mock Trial advisors/coaches are encouraged to attend annual training/orientation events. The fees for these trainings are listed in your program materials.</td>
</tr>
<tr>
<td><strong>Volunteer support</strong></td>
<td>Account for any thank you gifts or meals for volunteers during Y&amp;G events, trainings or meetings.</td>
</tr>
<tr>
<td><strong>Transportation</strong></td>
<td>Account for the cost of gas or mileage reimbursement or the amount to rent a school or charter bus when planning for statewide events. District events may also require a transportation budget if students are not able to transport themselves to events.</td>
</tr>
</tbody>
</table>
| **Lodging** | Some things to keep in mind when shopping for hotels:  
  - # of students per room (usually 4 is OK for students)  
  - # of adults per room (usually 1-2)  
  - Is the hotel in walking distance to event  
  - Is breakfast included (decreasing $ needed for meals) |
| **Food** | Know in advance what meals you will provide during events and what students will be responsible for. Make sure students can get at least one nutritious meal each day (something other than fast food or pizza is good). Also make sure to budget some snack money for meetings – this is a great way to make sure kids show up! |
| **Facilities** | $ needed for meeting/practice facilities |
| **Program Materials** | If you will print handbooks for your students, team/delegation t-shirts or bags; if you’re going to do a fundraiser make sure to include the cost of materials needed |
| **State Program Fees** | These are listed in your program materials |
| **District Program Fees** | Check with your district coordinator or convener to see if there are additional fees to pay for facilities/food/materials at district events. |

<table>
<thead>
<tr>
<th>Revenue:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program fees</strong></td>
<td>It’s important for students to pay at least a small amount of the cost of the program.</td>
</tr>
<tr>
<td><strong>Fundraisers</strong></td>
<td>Make sure to get student input before planning fundraisers. Having students set their own goals for fundraising is usually a great way to start.</td>
</tr>
<tr>
<td><strong>Sponsorships/donations</strong></td>
<td>Have students write letters to local business people about supporting your program. Invite sponsors to attend an “open house” with your team/delegation.</td>
</tr>
<tr>
<td><strong>Grant/foundation support</strong></td>
<td>If applying for a grant keep in mind that all applications are not successful and many applications may take 6-8 months for a foundation to process.</td>
</tr>
<tr>
<td><strong>Y&amp;G Scholarships</strong></td>
<td>All students are encouraged to apply for financial assistance. Forms are available online.</td>
</tr>
<tr>
<td><strong>ASB funding</strong></td>
<td>If your program is set up through a school there may be ASB or other funds available.</td>
</tr>
<tr>
<td><strong>Local YMCA support</strong></td>
<td>Whether or not your program is set up through a local YMCA, local Y’s may be interested in offering support in the form of scholarships, staffing, facilities, fundraising opportunities or a donation.</td>
</tr>
</tbody>
</table>
Fundraising Ideas

Fundraising is a large job for many delegations. It is important to start early and have a clear goal in mind. It also works well to find a fundraiser that works well for your delegation and stick with it year after year. People will begin to expect and plan for it, and prepare to support you in your endeavors.

Listed below are several fundraising ideas that have worked for local delegations:

- **YMCA Kids Night Out:** Kids night out is an opportunity for parents to drop off their youngsters at the YMCA for an evening of fun and games. Several Y&G delegations around that state plan and staff these events and take in the profit that is made. Planning a Kid’s Night Out takes time and commitment from students and Advisors alike, but has been shown to work well for several groups from around Washington.
- **New Year’s Eve Overnight:** A popular night for a Kids Night Out is New Year’s Eve. Parents all want to go out and need trustworthy individuals to watch their children.
- **Concessions:** During big events at Y’s or school’s delegations can run the concession stand. You can also create your own by making snacks and bringing soda to sell at the door. At many places there is a sign up process and groups must get on the list to do this so make sure to follow proper procedure.
- **Snack Bar:** One day/week turn off the vending machines in your YMCA/school and sell concessions instead.
- **Letter writing:** Local community groups such as the Lions Club and Rotary have money that they want to give away to worthy local programs. Have students write a letter to these groups explaining your program and outlining the costs and benefits involved (a sample letter can be found in this section of your handbook). Most groups will then want you to bring your students to present on the program at one of their meetings.
- **Community Night:** Invite parents and community members to one of your delegation meetings. Provide snacks/drinks, and encourage them to participate in debate. During the evening have a raffle or simply ask for donations.
- **Raffles:** At any of your events you can sell raffle tickets and solicit local vendors for prizes. This is great because it is at no cost to you! Make sure to check with your organizations to make sure you’re following all state and local regulations regarding gambling when organizing a raffle.
- **Teen Phone Night:** Compile a list of past program supporters, Y members, parents, etc. to solicit for donations. Prepare a script for students and have them practice a few times. Set them up on phones spend the evening calling individuals and asking for donations. Make sure you approve your call list so that it does not conflict with other fund raising campaigns going on in your organization.
- **Personal Ads:** Sell advertisements in your school newspaper or YMCA bulletin.
Sample Fundraising Letter

Tips on writing a fundraising letter:

- make it personal by telling your story
- make a contact and let them know to expect a letter from you student
- students should write letters, not advisors
- follow up the letter with a phone call 3-5 days later
- research the giving organization to find out what is important to them and incorporate that into your letter
- let them know what you are going to do with the money they give you

Dear Hawks Prairie Rotary,

I am a delegate in the Washington State YMCA Youth & Government Program and a member of the local delegation here at the South Sound Family YMCA. For the past 3 years I have been learning about how our state government works by actually participating in it.

After spending the week as a page in the House, watching debate and meeting individuals from around the state, I was hooked. Since then I have sponsored 4 bills ranging in topic from cancer research to requirements for building in planned communities. Last year I attended Leadership Training and lead debate at the state event as a Committee Chair. I learned from that experience how much I truly love parliamentary procedure and the process of sending an idea through the legislature.

In order to continue my participation in this program I need your help. I ask that you support me in my efforts by donating $200 to cover my program fees for the year. In addition to these funds, I am also responsible for my transportation costs, district fees, meals, and campaign costs over the course of the next year.

This year I am taking the next step and running for Lieutenant Governor. I want to take every opportunity that I can to give students new to the program the encouragement that I received as a young delegate. Through my involvement in Youth Legislature I have realized the importance of our legislative branch and gained a respect for my democracy that I could not have achieved without actually being part of it.

I would like to ask you to help support me in my efforts to bring a love of the democratic process to my peers around our state. As I move along in my journey through the Youth & Government Program I am realizing that with more opportunities come more costs.

Throughout the year I will be traveling around the state to campaign as well as to support delegates in their efforts to get their voice heard.

I thank you for your time.

Sincerely,

Joan Schmoe
Sample Schedule for Program Year

September
- Formation & Group Building
- The Youth & Government Program
- U.S. Constitution

October
- The Common Good vs. Individual Interest
- The Responsibilities of Citizenship
- Understanding Elections & Voting
- Servant Leadership

November
- Political Ideology
- Current events discussions/Select a topic to write on
- Differing Points of View
- Fund Raising Project Planning

December
- Writing and Research
- Public Speaking & Debate Skills
- Service Project

January
- Budget & Finance
- Rules for Debate (Parliamentary Procedures)
- Select Officer Candidates
- District Events

February
- Prepare for District Events
- Determine House/Senate assignments
- Fine Tune Bills
- Practice Debate
- Fundraiser
- District Events

March
- All Delegate Bills, Articles, Position Papers, Candidate Materials, Fees, & Registration materials due
- Practice Debate
- Guest Speaker/Field Trip

April
- Leadership Training (for students in elected leadership positions)
- Bill Books Available
- Host a Community Night
- Write a letter to your legislators

May
- Youth Legislature
- Elections for incoming Major Officers
Sample Lesson Plan for Program Year

September
- **Formation & Group Building**
  - Recruiting participants
  - Starting to create a safe environment for students to share their thoughts
    - Activity: "Values Continuum"
    - Activity: "Human Bingo"
- **The Youth & Government Program**
  - Overview
  - Expectations/Time Commitment for your group
- **U.S. Constitution**
  - Core Democratic Values – where are each of the core democratic values in the constitution and why did the founding fathers include them?
    - Activity: "Draw the Constitution"
    - Activity: "Why must democracy be learned by each generation?"
    - Activity: "Core Democratic Values: Supplemental Review & Questions"
  - The Three Branches of Government
    - Discussion: Students should discuss why it is important that there is a separation of powers and what the roles are of each governmental branch. Is one branch more or less important than another? Does one theoretically or actually have more power?

October
- **The Common Good vs. Individual Interest**
  - Discuss how these two things are related and how they effect change in society and political policy.
    - Activity: “Significance of Individuals to a Movement”
- **The Responsibilities of Citizenship**
  - Talk about the importance of actively participating in your government and how to do so.
    - Discussion: What are our freedoms as citizens of the US and Washington State? What responsibilities come with those freedoms? (Relate these questions back to the Constitution and what freedoms and responsibilities, such as paying taxes, are outlined.)
    - Activity: "Civics Jeopardy"
    - Activity: Service Learning Projects
- **Servant Leadership**
  - Discuss the basics of servant leadership and why it is important that our political leaders are servant leaders – what happens when they’re not? Have students identify leaders that they respect and what traits make them good leaders.
    - Reading: “What is Servant Leadership” & “10 Principles of Servant Leadership”
- **Understanding Elections & Voting**
  - How do various subgroups affect the outcome of elections?
    - Activity: “The Voting Game”
November

- **The Role of the Press in the Legislature**
  - How do they affect policy? What tools do they use? What do they gain by effecting policy?
    - Reading: Introduction to the media
    - Activity: Each student will research and write an article to turn into the local paper. (See "Media Guide")

- **Political Ideology**
  - Students discuss what their political views are and why they think the way they do.
    - Activity: “Political Ideology Survey”
    - Activity: “Homemade Political Parties”

- **Current Events Discussions/Select a Topic to Write on**
  - What’s going on in the world around you?
  - Where to look for bill ideas (see “Finding Bill Ideas”)

- **Differing Points of View**
  - Students should practice looking at issues from a variety of standpoints.
  - Assign positions to students during debate so that they can argue for something different from their own way of thinking
    - Activity: “Town Conflict” - Relate this activity back to conversations about servant leadership – what would have happened differently in this activity if individuals had stepped up as servant leaders?

- **Fundraising Project Planning**
  - Decide if the group would like to do a fundraising project and look at possible options
    - See “Fundraising Ideas”

December

- **The Role of Lobbyists in the Legislature**
  - Discuss what a lobbyist is, who they are, and the role they play in the legislature. Relate this role back to the constitution and discuss how special interest groups could be considered a constitutional right.
    - Reading: “What is Lobbying”
    - Activity: “Position Papers”
    - Activity: “Special Interest Groups & Public Policy”

- **Writing and Research**
  - Give students time to work on putting their ideas on paper and begin looking at formatting issues
  - Discuss the 3 types of legislation (Acts, Resolutions, Memorials)
  - Bring research sources in and have students help each other brainstorm useful sources
  - Begin using RCW’s
    - See “Bill Drafting Guide”

- **Public Speaking & Debate Skills**
  - Communication: Verbal and nonverbal
    - See “The Power to Persuade”
    - Activity: Public Speaking Critique Forms
January
- **Budget & Finance**
  - How do economic issues play a role in political decision making?
    - Activity: “Government & Economics: The Ties That Bind”
    - Activity: “What are the economic functions of government?”
    - Activity: Add fiscal note to your bills. See “Bill Drafting Guide”
- **Rules for Debate (Parliamentary Procedures)**
  - Practice using Parli Pro during debate and have students take turns chairing sessions
  - Practice making amendments and using proper terminology
  - See:
    - “Rules of Order”
    - “Outline of Parliamentary Motions”
    - “Debate Cheat Sheet”
- **Select Officer Candidates**
  - Students should decide who from their group will run for elected positions at the District event. Students may do this through an election process though it is not required.
  - See “Y&G Positions”
  - Activity: Y&G Jeopardy

February
- **Prepare for District Events**
  - Bills should be drafted and students should understand all of the positions within the Youth Legislature. Students should also be fairly comfortable with Parli Pro.
  - Determine House/Senate assignments
  - Once officers have been selected students and advisors may choose what roles students will be in during the Youth Legislature.
    - See “Delegation Allotment Chart”
- **Fine Tune Bills**
  - Proof read each other’s bill and, if possible, have members of the community and elected officials read over bills.
    - Practice Debate
    - Possible Fundraiser???

March
- **All Delegate Bills, Articles, Position Papers, Candidate Materials, Fees, & Registration materials due**
  - See “Registration Directions & Checklist”
- **Guest Speaker/Field Trip**
  - At this point in the year it’s great to have local elected officials come visit or attend local community meetings such as City Council or help with a campaign

April
- **Leadership Training** (for students in elected leadership positions)
  - See “Position Chart” for who is REQUIRED to attend
- **Bill Books Available**
- **Host a Community Night/Community Leader’s Round Table /Alumni Night**
- **Write a letter to your legislators**

May
- **Youth Legislature**
- **Elections for incoming Major Officers**
Fun Activities to Add to the Experience

It’s important to keep students interested by learning from others and going out into the “real” world to gain experience. It’s also important to remember that in addition to learning about government and law making, students are learning how to use interpersonal skills and work as a group, so non-government related activities can be a useful tool as well.

- **Field Trips**
  - To the courthouse
  - Civics Photo Scavenger Hunt – clues at the courthouse, city hall, library, etc.
  - City Hall
  - Planning Commission Meeting
  - Public Hearing
  - Community Meeting
  - Parks Department Meeting
  - Tour State Capitol
  - City Council Meeting
  - Value Village – some students do not have access to nice clothing to wear during session so help take away from the economic hardships of some by making it fun for the whole group to get inexpensive suites, ties, shirts, shoes, and dresses from a consignment store in your area.
  - Plan a trip to an agency/organization or area that is specific to a student’s bill

- **Guest Speakers**
  - Judge
  - Attorney
  - Representative
  - Senator
  - Superintendent
  - Local Official
  - Legislative Assistant
  - Governmental Affairs journalist
  - Professional Lobbyist
  - Mayor

- **Fun Days**
  - Go to the park
  - Ropes Course
  - Laser tag
  - Hiking
  - Roller Skating
  - Bowling

- **Events**
  - Community/Parent Night - Invite individuals from the community to come and participate in debate and give students feedback on their bill and articles.
  - Alumni Event - Invite alumni in your area to join your delegation in debating bills (new and old) and having an alumni social.
Electronic Resources

YMCA Youth & Government  www.youthandgovernment.org

Legislative Sites

Legislature, general  http://leg.wa.gov
WA State House of Representatives  http://leg.wa.gov/house/Pages/default.aspx
WA State Senate  http://leg.wa.gov/senate/Pages/default.aspx
Revised Code of Washington (RCW)  http://apps.leg.wa.gov/rcw/
Elected Officials  http://secstate.wa.gov/elections
Washington Votes  http://washingtonvotes.org

Executive and State Agencies

Access Washington  http://access.wa.gov
Governor  http://governor.wa.gov
Attorney General  http://www.atg.wa.gov/
Department of Agriculture  http://agr.wa.gov/
State Board of Education  http://sbe.wa.gov
Employment Security Department  http://wa.gov/esd
Department of Fish and Wildlife  http://wdfw.wa.gov
Department of Health  http://doh.wa.gov
Higher Education Coordinating Board  http://hecb.wa.gov
Human Rights Commission  http://www.hum.wa.gov/
Labor and Industries  http://lni.wa.gov
Department of Licensing  http://dol.wa.gov
Liquor Control Board  http://liq.wa.gov
Lottery Commission  http://walottery.com
Secretary of State  http://secstate.wa.gov
Social and Health Services  http://dshs.wa.gov
Supreme Court  http://courts.wa.gov
Department of Transportation  http://wsdot.wa.gov
Resources for Teachers

A listing of useful online resources for teaching and thinking about Civic Education

Primary Sources and Content Materials

  A site for documents, images and related resource from the Harry S. Truman Museum.

- **Making of America** - [http://moa.umdl.umich.edu/](http://moa.umdl.umich.edu/)
  Making of America (MOA) is a digital library of primary sources in American social history from the antebellum period through reconstruction. The collection is particularly strong in the subject areas of education, psychology, American history, sociology, religion, and science and technology.

- **Internment of San Francisco Japanese** - Museum of the City of San Francisco - [http://www.sfmuseum.org/war/evactxt.html](http://www.sfmuseum.org/war/evactxt.html)
  Record of Japanese Internment as recorded in The San Francisco News from March 2, 1942 to April 30, 1942. Includes complete newspaper articles from period and links to related resources.

- **American Memory** - [http://lcweb2.loc.gov/ammem/ammemhome.html](http://lcweb2.loc.gov/ammem/ammemhome.html)
  American Memory is an online resource compiled by the Library of Congress National Digital Library Program. With the participation of other libraries and archives, the program provides a gateway to primary source materials relating to the history and culture of the United States. Over one million items from the American Memory historical collections are currently available online. In the coming years, the National Digital Library Program plans to digitize more of the Library's American history collections and make them available to teachers, students, and the general public over the Internet.

- **The Oyez Project** - The U.S. Supreme Court Multimedia Database - [http://oyez.org/](http://oyez.org/)
  Maintained by Northwestern University, Oyez provides complete records of Supreme Court cases, biographical information on justices and a virtual tour of the Supreme Court building.

  The complete Abraham Lincoln Papers at the Library of Congress consists of approximately 20,000 documents. The collection is organized into three "General Correspondence" series which include incoming and outgoing correspondence and enclosures, drafts of speeches, and notes and printed material. Most items are from the 1850s through Lincoln's presidential years, 1860-65.

- **19th Century Schoolbooks and the Nietz Collection Bibliography** - [http://www.library.pitt.edu/dscribe/](http://www.library.pitt.edu/dscribe/)
  The resource includes full-texts of thirty schoolbooks from the Nietz Old Textbook Collection, one of several well-known collections of 19th Century schoolbooks in the United States. This resource also includes a searchable bibliography of the Collection's 16,000 volumes.

- **Franklin D. Roosevelt Library and Digital Archive** - [http://www.fdrlibrary.marist.edu/index.html](http://www.fdrlibrary.marist.edu/index.html)
  This site provides scholars, teachers and students access to part of the collection of documents, photographs and video recordings found at the Franklin D. Roosevelt Library in Hyde Park, New York. This resource includes a K-12 learning center and over 10,000 digitized documents relating to the Roosevelt presidency.
• **DoHistory** - [http://www.dohistory.org/](http://www.dohistory.org/)
  Constructed by the Film Study Center at Harvard University this is an experimental, interactive site where you can explore the process of piecing together the lives of ordinary people in the past. It features a case study based on the research that went into the book and film *A Midwife’s Tale*, which were both based upon the 200 year old diary of midwife/healer Martha Ballard. Although DoHistory is centered on the life of Martha Ballard, you can learn basic skills and techniques for interpreting fragments that survive from any period in history.

  Ben's Guide to U. S. Government for kids is a service of the US Government Printing Office that provides electronic access to information about U. S. history and government. This site is organized by grade levels: K-2, 3-5, 6-8, 9-12, and a link for parents and teachers.

  The site provides access to the University of Virginia’s collection, "The Papers of George Washington." It includes letters written to Washington as well as letters and documents written by him.

• **Canadian War Museum** - [http://www.warmuseum.ca/cwm/home](http://www.warmuseum.ca/cwm/home)
  An on-line version of the Canadian War Museum, this site is dedicated to the education and remembrance of participants in Canadian wars. Along with links to other related sources, this site provides links to the museum's public and educational programs, a "Teacher's Activity Kit," and an interactive story of life in the trenches during World War One.

• **CivNet Archive** - [http://www.civnet.org/resources/greatdoc.htm](http://www.civnet.org/resources/greatdoc.htm)
  Part of civnet, an international resource for civic education and civil society, this resource page, links to the full-text of "great documents", including The Magna Carta and The Federalist Papers. This site includes links to teaching resources and links to other sites related to civic education and civic society.

  This site is a digital history project sponsored by the Virginia Center for Digital History. The Valley of the Shadow Project documents two communities, one Northern and one Southern, through the experience of the American Civil War. The project is a hypermedia archive of thousands of sources for the period before, during, and after the Civil War for Augusta County, Virginia, and Franklin County, Pennsylvania. Those sources include newspapers, letters, diaries, photographs, maps, church records, population census, agricultural census, and military records. Students can explore every dimension of the conflict and write their own histories, reconstructing the life stories of women, African Americans, farmers, politicians, soldiers, and families. The project is intended for secondary schools, community colleges, libraries, and universities.

• **Matrix Collection of Humanities Resources and Archives** - [http://matrix.msu.edu/resources/](http://matrix.msu.edu/resources/)
  Developed by Matrix - The Center for Humane Arts, Letters, and Social Sciences Online at Michigan State University, this resource provides extensive links to online resources in all of the above areas as well as links and tutorials for web publishing and research.

• **Supreme Court Collection** - [http://supct.law.cornell.edu/supct/](http://supct.law.cornell.edu/supct/)
  Sponsored by the Legal Information Institute, this resource offers Supreme Court opinions under the auspices of Project Hermes, the court's electronic-dissemination project. This archive contains nearly all opinions of the court issued since May of 1990. In addition, the collection includes over 600 of the most important historical decisions of the Court available on CD-ROM and over the Internet.

• **Congress at Work** - The Library of Congress Congressional records - [http://thomas.loc.gov/](http://thomas.loc.gov/)
  This is a resource page for the Library of Congress designed to give complete access to
congressional legislation. This site can be searched by specific House and Senate Bill numbers or by a word or a phrase. This site also includes a series of related links under the headings Legislation, Congressional Records, and Committee Reports.

- **National Archives and Records Administration (NARA)** - [http://www.nara.gov/](http://www.nara.gov/)
  NARA is an independent Federal agency that helps preserve our nation’s history by overseeing the management of all Federal records. NARA's mission is to ensure ready access to the essential evidence that documents the rights of American citizens, the actions of Federal officials, and the national experience. This site includes multiple links to NARA's nationwide holdings including:
  - Records Management;
  - Federal Register;
  - Online Exhibit Hall;
  - Digital Classroom;
  - National Historical Publication and Records Commission Grants;
  - and technical information for Archives and Preservation of Professional records.

- **National Archives and Records Administration (NARA)** - [http://www.nara.gov/](http://www.nara.gov/)

  The Library of Congress site offers a searchable, digital collection of resources from the Library of Congress' American historical collections as well as its catalog, text and images from major exhibitions, the THOMAS database of current and historical information on the US Congress, and a Learning Page for K-12 students and teachers. This site includes a National Digital Library Program which offers access to key documents, films, photographs and sound recordings of our nation's history in the American Memory Historical Collections.

- **The Avalon Project at Yale** - [http://avalon.law.yale.edu/default.asp](http://avalon.law.yale.edu/default.asp)
  The Avalon Project includes digital documents relevant to the fields of Law, History, Economics, Politics, Diplomacy, and Government from the 18th to 19th centuries. The site includes a wide variety of documents, such as collections related to the American Constitution; Ancient, Medieval and Renaissance Documents; the Cold War; Indochina; Nazi-Soviet Relations 1939-1941; and the United States concerning Native Americans and Slavery.

**Teaching Resources for Civics**

  Sponsored by C-SPAN and Time Warner, this site provides commercial-free coverage of the American political process. This resource features learning opportunities for students through partnerships developed with school administrators and teachers. This site also includes links to Lesson Plans, Teaching By Topics and Classroom resources for instructors, parents and students.

- **American Memory Lesson Ideas for Using Primary Sources** - [http://memory.loc.gov/ammem/ndlpedu/lesson.html](http://memory.loc.gov/ammem/ndlpedu/lesson.html)
  Lesson Ideas offers strategies and lesson plans developed by education professionals to help integrate primary sources, especially those in American Memory, into the classroom. The main page features lessons grouped by topics in American history like the Civil War, the Great Depression, and the Conservation Movement.

- **Civitas** - A Framework for Civic Education - [http://www.civnet.org/resources/teach/basic/civitas/exe.htm](http://www.civnet.org/resources/teach/basic/civitas/exe.htm)
  This site provides a curriculum framework to revitalize civic education in schools throughout the nation. It sets forth a set of national goals to be achieved in a civic education curriculum, primarily for K-12 public and private schools, but with extended applications in communities and in higher education, specifying the knowledge and skills needed by citizens to perform their roles in American democracy. The intended audience for CIVITAS is educators at state and local levels concerned with the development of
civic education curriculums in the schools. Teachers may also find the framework a useful resource and reference book. It is designed to improve textbooks, instructional materials, methods of teaching, assessment and testing, and the preparation of teachers.

- **CivNet Teaching Resources** - [http://www.civnet.org/resources/teach.htm](http://www.civnet.org/resources/teach.htm)
  This site features resources for CIVISTA’s goals for civic education. This resource provides links to a comprehensive bibliography of civics information and lesson plans for classroom application. Resources are available in English, Spanish and French.

- **Comparative Lessons for Democracy** - [http://www.civiced.org](http://www.civiced.org)
  Comparative Lessons for Democracy is designed to strengthen education for democracy in the United States through the use of curricular materials about the history and government of several Central and Eastern European nations. Analyzing issues and events related to these emerging democracies encourages students in the United States to clarify assumptions and principles upon which democracies rest. The content of the lessons are divided into four major sections including, Historical Connections, Transitions: Comparative Trends, Constitutionalism and Democracy and Citizens’ Rights and Civil Society. Comparative Lessons is designed to raise questions, not only about countries in Central and Eastern Europe, but also how these same issues relate to American society and politics. In this manner, students are able to identify the elements common to democracies everywhere and those dimensions that are unique to the United States.

- **Democracies Online** - [http://www.e-democracy.org/do/commons.html](http://www.e-democracy.org/do/commons.html)
  In contrast to most listservs that are organized by topics, this site provides instruction for setting up email lists and web archives based on geographic location and democratic principles. This resource outlines step-by-step procedures for individuals to host and moderate participatory discussions.

- **Public Achievement Project** - [http://www.publicachievement.org](http://www.publicachievement.org)
  This site provides information about Public Achievement, a National project created in 1990 to promote community action for students who learn to become effective citizens while doing real public work. Students develop projects in teams, develop problem-solving strategies and take action. This site links to additional information and resources related to K-12 civics education.

  This site offers students the ability to explore the intriguing history of New York, do activities to learn more about the history of their own towns, and participate in their communities. Kids can also submit their work to the Kids' Contest and view featured projects in the Kids' Lab. There are special sections for teachers and parents to learn how to get the most out of this rich resource.

- **Library of Congress Learning and Lesson Ideas** - [http://lcweb2.loc.gov/ammem/ndlpedu/](http://lcweb2.loc.gov/ammem/ndlpedu/)
  The Learning Page is a web site designed to help teachers, students, and life-long learners use the American Memory digital collections from the Library of Congress. The site provides guidance to finding and using items within these primary source collections. This site includes links to Activities and Whats New. In addition, this resource provides teachers with Educators Programs and Lesson Ideas.
State and National Civics and Curriculum Standards

The Michigan Curriculum Framework includes standards focused on content, teaching and learning, assessment, and professional development for all fields related to Michigan public education. Standards under development will address teacher preparation programs. This site also links to Toolkits to guide the use of the standards under development. Toolkits in draft form address content discrepancy analysis, interdisciplinary connections, technology across the curriculum, and connecting with the learner. Additional toolkits and resources address specific content areas. These include additional vignettes, sample teaching and learning activities, instructional units, assessment guides, and professional development resources.

Sponsored by the Michigan Department of Education, this site outlines standards for Social Studies education in the state. It includes descriptions of specific standards for students to develop historical, geographic, civics and economic standards. Also included are standards for public education in the following areas: stand v. inquiry, public discourse and decision making, and "citizen involvement."

- **National Standards for Civics and Government** - [http://www.civiced.org/stds.html](http://www.civiced.org/stds.html)
Sponsored by the Center for Civic Education (Center) this site develops voluntary National Standards for Civics and Government for students in kindergarten through grade twelve (K-12). Supported by the Office of Educational Research and Improvement (OERI) of the U.S. Department of Education and The Pew Charitable Trusts, this site outlines National Standards for Civic and Government that are intended to help schools develop competent and responsible citizens who possess a reasoned commitment to the fundamental values and principles that are essential to the preservation and improvement of American constitutional democracy.

- **National Standards for Social Studies Teachers** - [http://www.socialstudies.org/standards/curriculum](http://www.socialstudies.org/standards/curriculum)
Sponsored by the Center for Civic Education (Center) this site develops voluntary National Standards for Civics and Government for students in kindergarten through grade twelve (K-12). Supported by the Office of Educational Research and Improvement (OERI) of the U.S. Department of Education and The Pew Charitable Trusts, this site outlines National Standards for Civic and Government that are intended to help schools develop competent and responsible citizens who possess a reasoned commitment to the fundamental values and principles that are essential to the preservation and improvement of American constitutional democracy.

This site features a detailed report of the "current state of civic education." It also links to additional school improvement resources and programs.

- **The Role of Civic Education** - [http://www.civiced.org/papers/articles_role.html](http://www.civiced.org/papers/articles_role.html)
This site was prepared by the Center for Civic Education and includes a report called "The Role Of Civic Education: A Report Of The Task Force On Civic Education." This report came from the Second Annual White House Conference On Character Building For A Democratic, Civil Society Washington, D.C., May 19 - 20, 1995.
Civic Education Organizations

- **Social Studies.org** - [http://www.ncss.org/](http://www.ncss.org/)
  Social Studies.org is designed to help quickly and easily find the information from the National Council for the Social Studies. Founded in 1921, National Council for the Social Studies has grown to be the largest association in the country devoted solely to social studies education. NCSS engages and supports educators in strengthening and advocating social studies. With members in all 50 states, the District of Columbia, and 69 foreign countries, NCSS serves as an umbrella organization for elementary, secondary, and college teachers of history, geography, economics, political science, sociology, psychology, anthropology, and law-related education. Organized into a network of more than 110 affiliated state, local, and regional councils and associated groups, the NCSS membership represents K-12 classroom teachers, college and university faculty members, curriculum designers and specialists, social studies supervisors, and leaders in the various disciplines that constitute the social studies.

- **Center for Civic Education** - [http://www.civiced.org/](http://www.civiced.org/)
  This site provides instructional and professional development resources for civics teachers. It is maintained by the Center for Civic Education a nonprofit, nonpartisan educational corporation dedicated to fostering the development of informed, responsible participation in civic life by citizens committed to values and principles fundamental to American constitutional democracy.

  The homepage of Public Achievement - a civic education initiative that gives students opportunities to learn about how to become involved citizens through public acts.
Government Agencies and Organizations

  This official Web Site of the U. S. House of Representatives includes various resources to learn about house rules, proceedings, votes, committees, and employment opportunities. The page also includes Educational Links and resource for writing to individual house members.

  This Official Site of the U. S. Senate includes information about Senate activities, committees, and Bills. This resource also provides access to Senate Art, This Week in Senate History, and search capabilities for information about a individual state senators and legislative history.

- **White House Home Page** - [http://www.whitehouse.gov/WH/Welcome.html](http://www.whitehouse.gov/WH/Welcome.html)
  The official Web page of the U. S. White house, this site provides information on the President and Vice President, the Federal Government, histories of the White House and its inhabitants, and a Virtual Library of White House Documents.

  This page is a comprehensive resource of U. S. Federal Government agencies indexed by Executive, Judicial and Legislative branches of government. This site also includes links to Independent Boards, Commissions and Committees, and other government agencies.

Newspapers/Current Events

- **USA Today** - [http://www.usatoday.com/](http://www.usatoday.com/)
- **U.S. News Online** - [http://www.usnews.com/usnews/home.htm](http://www.usnews.com/usnews/home.htm)
- **Fox News**: [http://www.foxnews.com/](http://www.foxnews.com/)
- **NPR News**: [http://npr.org](http://npr.org)
- **The Seattle Times**: [http://seattletimes.com](http://seattletimes.com)
Participation in YMCA Youth & Government

Any student of an age to be enrolled in grades 8-12 in the state of Washington is eligible to participate in YMCA Youth Legislature. Students must be affiliated with a YMCA, high school or home school Youth Legislature delegation. International students and/or exchange students may visit and participate in YMCA Youth & Government in any of the roles open to delegates in their grade level.

Each student in YMCA Youth Legislature must meet the minimum requirements stated below to be eligible to attend the YMCA Youth Legislature Session in Olympia:

1. Attend at least one district event.
2. Be a member in good standing with the student’s local delegation.
3. Have on file with the State Office the original signed Medical Release and Code of Conduct and Dress Contract.
4. Pay the statewide student participation and registration fees. In many cases the local fee includes the statewide fees.
5. Submit by the due date on the program calendar all written materials required by the State Office (i.e. legislative bills, press, lobbyist materials).

Students involved in the 8th Grade Program:

1. Are not required to attend a district training event (but may do so if they wish).
2. Be a member in good standing of a local delegation/school program that has at least one registered Advisor.
3. Have on file with the State Office the original signed Medical Release and Code of Conduct and Dress Contract.
4. Submit by the due date on the program calendar all written materials required by the State Office (i.e. legislative bills, press, lobbyist materials).

Each delegation is responsible for maintaining a ratio of at least one adult advisor to every ten students (1:10) during all local, district and statewide Youth Legislature events. At least 50% of a delegation’s adult advisors to the session in Olympia must be 21 years of age or older by the time the session begins. All Advisors who do not meet the 21 years of age requirement or who have not been out of the program for at least two years must be approved by the State Office.
Student Leadership

The YMCA Youth Legislative Session is intended to be a student-run activity. All participants should take responsibility for the smooth and effective operation of the session.

The student leadership, elected and appointed, has the major responsibility for the session. Those students who assume leadership positions will be expected to take that responsibility seriously, train for, and perform the duties of their chosen office. They must be familiar with the requirements of the role and willing to take on ALL THE RESPONSIBILITIES of that role.

All elected and appointed student leaders (with the exception of the Major Office Candidates, Assistant Sergeant-at-Arms, Fair Elections Commissioners, and Assistant Reading Clerks) MUST attend the spring leadership training weekend. Students running for office must be made aware of the additional responsibilities and time commitments that come with a leadership position. These responsibilities are listed on the sheets describing each individual position and may include, but are not limited to: attending Leadership Training, attending Program Committee Meetings, attending other program events throughout the year.

Replacement of District Elected Officers (including Major Office Candidates):

Elected student officers who, for any reason, are unable to fulfill their responsibilities will be replaced by the person who received the next highest number of votes at their District Event. District Coordinators are responsible for filing the names and contact information for those alternates with the State Office at the same time as they notify the State Office of the election of their officers.

Replacement of Major Officers:

Elected Major Officers who are not able to fulfill their year-long term will be replaced by the candidate who received the next highest amount of votes during the previous year’s statewide election.
Major Officer Selection Process

Election of the following major officers occurs at the Legislative Session:

1) Governor
2) Secretary of State
3) Lt. Governor
4) Speaker of the House
5) Attorney General

Each office is voted for separately. The second place candidates in each election also assume a major office, respectively, as follows:

1) Director of Elections
2) President Pro Tem of the Senate
3) Speaker Pro Tem of the House

These eight major officers serve for the following program year.

The rules governing campaigning and the election process are issued from the Fair Election Commission, a student committee consisting of one member from each district and chaired by the Director of Elections, under the supervision of the Secretary of State. Fair Election Commissioners, under the supervision of the Director of Elections, are responsible for publication, implementation and enforcement of the adopted rules.

The election of the:

1) Chief Lobbyist Officer
2) Editor in Chief
3) Post Master General

...positions also occur during session. These positions are elected within their respective areas at the end of session and serve throughout the next program year. Campaigning does not take place for these positions.
District 1

**Rotation F**
- 2 Committee Chairs
- 2 Committee Vice Chairs
- Secretary of the Senate
- House Asst. Sgt-At-Arms
- Senate Chaplain
- Asst. Post Master General

District 2

**Rotation A**
- 2 Committee Chairs
- 2 Committee Vice Chairs
- House Reading Clerk
- Senate Asst. Sgt-At-Arms
- Secretary of Freshman House

District 3

**Rotation C**
- 2 Committee Chairs
- 2 Committee Vice Chairs
- Chief Clerk of the House
- Senate Asst. Sgt-At-Arms
- House Chaplain

District 4

**Rotation D**
- 2 Committee Chairs
- 2 Committee Vice Chairs
- Senate Reading Clerk
- House Asst. Sgt-at-Arms
- Chief Clerk of Freshman House
- Asst. Chief Lobbyist Executive

District 5

**Rotation E**
- 2 Committee Chairs
- 2 Committee Vice Chairs
- House Asst. Reading Clerk
- Senate Sgt-at-Arms
- House Parliamentarian

**Rotation B**
- 2 Committee Chairs
- 2 Committee Vice Chairs
- Asst. Secretary of State
- Senate Asst. Reading Clerk
- House Sgt-At-Arms
- Senate Parliamentarian
Delegation Allotment Chart

What is the Allocation Chart?
The chart on the next page shows the total number of each position to which your delegation is entitled, based upon the total number of delegates in your group. In order to fill all positions fairly, this system must be adhered to by all delegations. Each delegation is responsible for filling all of their available positions, based on delegation size.

How does the process work?
To determine the number of positions to which your delegation is entitled, complete the questions below:

1. Write down the total number of students in your delegation __________
2. Subtract the number of students who are elected/appointed officials (Fair Elections Commissions are not subtracted here) __________
3. Subtract the number of students in the 8th Grade Program __________
4. Subtract the number pages in your delegation __________
5. Subtract the number of Freshman Chamber members in your delegation __________
6. This is your delegation size __________
7. Find this number in the left column of the chart and read across to determine the positions available for your delegation.
8. For delegations larger than 20 – determine the total of positions by multiples of 20 + the remainder. For example:

   Delegation size is 34 = 20 + 14 (this means you would find number 20 and 14 on the chart and add up the positions for those numbers)

   The chart on the next page shows the total number of positions in each category (the number shown in parenthesis), based on the numbers in the program last year in Olympia.

9. Decisions about student roles are made within the delegation, with the active involvement of delegation advisors. Please give priority for Senate & House positions in your delegations to upper classman and returning students.
10. For additional positions in any of these categories please contact the State Office.

11. This chart is designed to help you and your delegates select their first choice for position assignment. However, the State Office reserves the right to make changes based on overall registration numbers.
### Allotment Chart*

<table>
<thead>
<tr>
<th># of delegates**</th>
<th>House</th>
<th>Senate</th>
<th>Lobbyist</th>
<th>Press</th>
<th>Pages</th>
<th>Freshman Chamber</th>
<th>8th Gd.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0-1</td>
<td>0-1</td>
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<tr>
<td>2</td>
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<td>3</td>
<td>1-2</td>
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<td>0-3</td>
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<tr>
<td>4</td>
<td>2-3</td>
<td>1-2</td>
<td>0-3</td>
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<td>6</td>
<td>3-5</td>
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<td>7</td>
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<td>8</td>
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<td>**</td>
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<tr>
<td>9</td>
<td>4-6</td>
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<td>11</td>
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<td>0-3</td>
<td>**</td>
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</tr>
</tbody>
</table>

*Allotment range denotes the maximum seats allowed for each delegation. The State Office will consider requests for exceptions to the max ranges on a case by case basis.

**Do not include Elected/Appointed Officials (except FEC), Pages, Freshman Members or 8th Grade participants as you determine your delegation size.

### Positions Available to Students:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>House</th>
<th>Senate</th>
<th>Lobbyist</th>
<th>Press</th>
<th>Pages</th>
<th>Freshman Chamber#</th>
<th>8th Gd.</th>
</tr>
</thead>
<tbody>
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<td>X</td>
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#Freshman chambers are generally geared towards 9th Grade delegates; however, older first-year students are welcome to participate. Students in grade 10-12 who have at least one year of experience are not eligible to participate in these chambers. If there are enough delegates to require both a Freshman House and Senate, the State Office will split your delegates evenly between the two chambers.
Delegation House & Senate Seat Distribution

**Chairs & Vice Chairs**
Chairs will automatically be assigned to the House and Vice Chairs will automatically be assigned to the Senate following district elections. These seats do not count against the number of House and Senate seats allotted for your delegation. Please make sure final bills reflect the appropriate chamber.

**Fiscal Analysts**
Fiscal analysts will be assigned to the House & Senate. These seats do not count against the number of House and Senate seats allotted for your delegation. Please make sure final bills reflect the appropriate chamber.

**Freshman Chambers**
The Freshman Chamber is generally geared towards 9th Grade delegates; however, older first-year students are welcome to participate. Students in grades 10-12 who have at least one year of experience are not eligible to participate in these chambers.

**Press & Lobbyists**
Delegates not assigned to a legislative chamber will be part of the Press or Lobbyist Corps. Please make every effort to distribute delegates evenly between these two positions.

**Pages**
9th – 12th Grade delegates who wish to do so may also fill the position of page. While there is no limit on the number of pages a delegation may bring, students are encouraged to challenge themselves to take on one of the roles listed above.
Fair Elections Rules

I. GENERAL CAMPAIGN RULES

- All campaign activity must be mindful of the fact that we are on the Capitol Campus. Appropriate materials, dress, and behavior must be maintained at all times. It is particularly important that we not litter and/or in any way damage, mark, or make a mess of Capitol grounds and facilities.
- All candidates will emphasize and abide by the YMCA core values:
  - Honesty
  - Respect
  - Responsibility
  - Caring
- There will be no negative campaigning. Materials will refer to each delegate’s own candidacy, qualifications and achievements.
- Each candidate is responsible for his or her campaign materials including message, cleanup, and appropriate placement of campaign items.
- There will be no campaigning during committees, inside the House, Senate, O’Brien House, Cherberg Senate, or 8th Grade House and Senate chambers, or within other offices while regular Youth Legislature business is being conducted. Campaigning is also prohibited within 20 feet of designated polling places.
- Endorsements are allowed, however, candidates may be held responsible for actions taken on their behalf.
- Speeches are to be given by the candidate only, and no introductions aside from those assigned by the Director of Elections are permitted. Candidate speeches must be approved by the Director of Elections at least two (2) hours prior to the time that speeches are scheduled to take place. Approval requires the official stamp, mark, or signature of the Director of Elections on the final version of the speech.
- Speeches may not be more than 2 minutes.
- Candidates must inform their advisor and the Program Director of any absence during Youth Legislature before the event.
- Candidates MUST be present for all campaign–related activities, including; speeches, awards and acceptances. An absence may result in a forfeit of the candidate’s campaign and/or office.

II. Campaign Finance

The maximum amount that each candidate may spend on the campaign is Fifty Dollars ($50.00). This amount includes in-kind and direct contributions and all amounts spent by supporters. For example, if a friend prints up a flyer on paper from his parent’s office, the fair market value of that flyer (paper and copying or printing costs) must be included in the $50.00. Expenses such as glue, printer paper, ink, etc. must be included – the costs of these items may be estimated if necessary.

All candidates must prepare and submit a draft plan/budget to their advisor and a final plan/budget to the Director of Elections on the first day of session. Each
candidate must also submit an itemized expenditure report including valid receipts and/or fair market value for all expenditures to the Director of Elections prior to the opening of the polls.

**III. Campaign Materials**

All campaign materials (signs, posters, flyers, etc.) must include a disclaimer which clearly states the person(s) responsible for its production. The words “paid for by” or “prepared by,” with the person’s name must be on each campaign item. Two (2) copies of each item must be submitted to and approved by the Director of Elections prior to distribution or display. Approval requires the official stamp, mark, or signature of the Director of Elections.

Materials may be posted only in designated areas. No materials may be stuck to any part of the interior of the Legislative Building. You will be instructed as to where you can place campaign materials.

The following are NOT allowed:
- Banners or signs over 2’ X 2’
- Balloons
- Glitter or confetti may not appear either alone or on any materials or signs
- Use of government or Youth & Government resources, i.e. printers, computers, copiers, etc.
- Stickers

**IV. Elections of Chief Lobbyist Officer/Editor in Chief/PMG**

- Elections of the Chief Lobbyist Officer, Post Master General and Editor in Chief will be run by the Fair Elections Commission.
- FEC’s will address each group on the first day of session to explain election rules and the duties of respective positions.

- Candidates will follow the same guidelines as all other major officer candidates.
- Candidates will post their candidacy on an official sheet in their work space before dinner on Thursday, after which time no additional candidates will be approved.
- FEC’s will distribute and collect ballots at an assigned time on Friday.
- FEC’s will deliver ballots in a sealed envelope to the Director of Elections directly following the vote.
- Ballots will be counted in the Secretary of State’s Office by the Director of Elections and the Secretary of State.
- The Director of Elections and Secretary of State will certify the votes.

**V. Enforcement**

If a candidate or candidate’s supporters choose to break any of these rules, the candidate may be disqualified from the race or, if the election has concluded, may
be asked to forfeit his or her seat. In this case the nearest challenger will assume the office.

Complaints regarding a rule violation will be submitted to the Director of Elections, in writing, with specific facts and evidence provided. Complaints will be considered and decided upon by the Director of Elections, Fair Elections Commissioners and Secretary of State with oversight by the State Director, and the appropriate delegation advisor within four hours.
Governor and State Attorney General

Candidates for Youth Governor must be enrolled in the 11th grade, or equivalent. They must have at least one year’s prior experience in the YMCA Youth Legislature. They must complete and file electronically a Candidate statement for use in the Voter’s Pamphlet, and a black and white or color photograph of the candidate suitable for use in the Bill Book and Voter’s Pamphlet (photo must be electronic). Candidates must also file a campaign budget report to the Director of Elections in accordance with the campaign rules. The Youth Governor and Attorney General will be elected during the session.

The Youth Governor and State Attorney General MUST attend leadership training as scheduled in the Program Calendar. In addition, the newly elected Youth Governor should attend the National Youth Governor’s Conference in Washington, D.C. in June. (specific time to be announced). All delegates interested in running for Governor are encouraged to apply to be part of the Washington Delegation to the Conference on National Affairs.

The **Youth Governor** has the following responsibilities:

1. Address the opening and closing joint sessions of the YMCA Youth Legislature, including in the closing session the Governor’s action on all legislation presented by the Secretary of State after passage by both houses of the legislature.

2. Present no more than two Executive Request Bills.

3. Testify in committee, if desired, but without vote.

4. Consider each bill passed by the legislature, soliciting information and advice from the Cabinet, Attorney General, legislators and lobbyists.

5. Sign or veto legislation within 45 minutes once the Governor’s consideration of said legislation has begun. The Governor shall begin consideration of legislation within 45 minutes of final passage by both houses, following certification of delivery by the Secretary of State. If the Governor fails to act in the time allotted, it will become law without his or her signature. If the Governor vetoes a piece of legislation, the official copy of the bill shall be returned immediately to the Secretary of State for recording and then immediately to the house of origin, along with the reasons for the veto. This notification must also immediately go in writing to the bill’s sponsor.

6. May select a cabinet of 5 delegates to be assigned specific duties to meet the needs of the Governor’s Office. Every effort will be made to make this cabinet representative of the 5 districts around the state.
7. Appoint a Budget Director.

8. Convene regular meetings of the student leadership to ensure a smooth, effective legislative process.

9. Convene and chair regular meetings of the Cabinet.

10. Host the Governor of the State of Washington whenever the Youth Legislature is honored by his/her presence.

11. Host the Governor’s Ball. This includes greeting people upon arrival and cleaning up following the event.

12. Perform other duties as the office requires, such as attending press conferences, meeting with legislators, lobbyists, etc.

13. Transmit all bills considered, signed and vetoed to the Secretary of State following the closing joint session.

14. Act as the chief representative of the YMCA Youth Legislature to the media, the general public, YMCA Boards, Youth Legislature district events, and other events as requested by the State Office and/or the Board of Directors for the year following election.

15. Serve as a voting member of the YMCA Youth Legislature Program Committee. This requires attendance at all scheduled Program Committee Meetings.


17. Serve as an ex-officio member of the YMCA Youth & Government Board of Directors for the year following election. This includes attendance at all 4 scheduled Board Meetings, including the Board Retreat in June, as well as participation in the annual fund raising campaign.

18. Attend the Proclamation Signing, Leadership Training and Y-Advocacy Day events, as well as the Youth Legislative session in its entirety.

The State Attorney General has the following responsibilities:

1. Advise the Governor.

2. Assign and supervise the Assistant Attorneys General.

3. Represent the State’s legal and constitutional interests in considering all legislation by all Chambers and the Executive.
4. Attend Cabinet meetings.

5. Serve as a voting member of the YMCA Youth Legislature Program Committee for the year following election.

6. Participate in all duties of Assistant Attorneys General.

7. Attend the Proclamation Signing, Leadership Training and Y-Advocacy Day events, as well as the Youth Legislative session in its entirety.
Secretary of State and Director of Elections

Candidates for Secretary of State must be enrolled in the 11th grade, or equivalent. They must have at least one year’s prior experience in the YMCA Youth Legislature. They must complete and file electronically a Candidate Statement for use in the Voter’s Pamphlet and a black and white or color photograph of the candidate suitable for use in the Bill Book and Voter’s Pamphlet (photo must also be electronic). Candidates must also file a campaign budget report to the Director of Elections in accordance with the campaign rules. The Secretary of State will be elected during the session. The runner-up in the Secretary of State election will become the Director of Elections. The Secretary of State and Director of Elections will serve throughout the year and preside at the next session.

The Secretary of State MUST attend leadership training as scheduled in the Program Calendar. All delegates interested in running for Secretary of State are encouraged to apply to be part of the Washington Delegation to the Conference on National Affairs.

The Secretary of State has the following responsibilities:

1. Prepare original docket for the chambers immediately following Rules Committee meeting.

2. Maintain custody of all legislation passed by the chambers.

3. Certify time of final passage on official copy of legislation and time of delivery of each bill to the Governor’s desk.

4. Prepare flash calendars following each session of the Senate and House.

5. Receive an official record of the session proceedings from the Secretary of the Senate and Chief Clerk of the House.

6. Receive official copies of all legislation considered by the Governor, following the closing joint session.

7. Transmit two full sets of all flash calendars and the record of proceedings, including the Governor’s action, to the State Director.

8. Attend any meetings convened by the Governor for major office holders.

9. Vice-Chair the Fair Elections Commission which enacts and publishes the rules for campaigning for major office.
10. Supervise the election of major officers for the following year.

11. Serve as a voting member of the YMCA Youth Legislature Program Committee. This requires attendance at all Program Committee Meetings.

12. Attend the Proclamation Signing, Leadership Training and Y-Advocacy Day events, as well as the Youth Legislative session in its entirety.

The **Director of Elections** has the following responsibilities:

1. Chair the Fair Elections Commission, which enacts and publishes the rules for campaigning for major officer.

2. Implement and enforce the rules for campaigning for major officer.

3. Directly oversee and run the election of major officers for the following year.

4. Distribute the Voter’s Pamphlet prior to the election of major officers.

5. Perform other assignments as requested by the Secretary of State.

6. Serve as a voting member of the YMCA Youth Legislature Program Committee. This requires attendance at all Program Committee Meetings.

7. Attend the Proclamation Signing, Leadership Training and Y-Advocacy Day events, as well as the Youth Legislative session in its entirety.
**House and Senate Presiding Officers**

Candidates for Lt. Governor (President of the Senate) and Speaker of the House must be enrolled in the 11th grade, or equivalent. They must have at least one year’s prior experience in the YMCA Youth Legislature. They must complete and file electronically a candidate statement for use in the Voter’s Pamphlet, and a black and white or color photograph of the candidate suitable for use in the Bill Book and Voter’s Pamphlet (photo must also be electronic). Candidates must also file a campaign budget report to the Director of Elections in accordance with the campaign rules. Candidates for Speaker and Lt. Governor will run and be voted upon during the session. Candidates must also file a campaign budget report to the Director of Elections in accordance with the campaign rules. Runners-up in each race will become the Speaker Pro-Tem and President Pro-Tem respectively. The Presiding Officers will serve throughout the year and preside at the next session.

Presiding officers MUST attend leadership training as scheduled in the Program Calendar. All delegates interested in running for Presiding Officer are encouraged to apply to be part of the Washington Delegation to the Conference on National Affairs.

The **Lt. Governor (President of the Senate)** and **Speaker of the House** (and the **Pro Temps** when presiding) have the following responsibilities:

1. Preside over and act as the representatives of their respective houses at all times.

2. Ensure that the will of the majority prevails and that the rights of the minority are respected.

3. Take the chair precisely at the hour appointed for the session, call the members to order, and, if a quorum be present, proceed with the business of the body.

4. Preserve order and decorum in the chamber. In the case of disturbance or disorderly conduct within the chamber, the presiding officer shall order the Sergeant-at-Arms to suppress the disruption.

5. May speak to points of order in preference to other members, rising for that purpose, and shall decide all questions of order, subject to an appeal to the body by not less than ten percent of the membership of the body.

6. Answer all parliamentary inquiries, but may consult with the parliamentarian.

7. Designate who is first to speak when two or more members rise at once.

8. Announce the results of all votes taken and cast the deciding vote in the case of a tie.

9. Sign all acts, memorials and resolutions passed by the body.
10. Serve and vote on bills in their assigned legislative committee. May also provide expertise when called upon by other committees.

11. Appoint and name any special committees of the body.

12. The President shall chair the Senate Rules Committee. The Speaker shall chair the House Rules Committee.

13. The President shall preside over the opening joint session. The Speaker shall preside over the closing joint session.

14. Organize the officers of their respective chambers into efficient working teams. Meet with the officers before the formal session begins and as often as is necessary during the session and ensure that the officers are aware of their duties.

15. In the absence of the President Pro Tem/Speaker Pro Tem, the President or Speaker shall have the right to leave the chair and call any member to the chair to preside. While acting as presiding officer, the member shall not lose the right to vote. The President or Speaker may resume the chair at any time.

16. Participate in debate and vote *only when not presiding*.

17. Attend any meetings convened by the Youth Governor for major office holders.

18. Serve as voting members of the YMCA Youth Legislature Program Committee for the year prior to their session. This requires attendance at all scheduled Program Committee Meetings.

19. Attend the Proclamation Signing, Leadership Training and Y-Advocacy Day events, as well as the Youth Legislative session in its entirety.
The **President Pro Tem of the Senate** and the **Speaker of the House Pro Tem** have the following responsibilities:

1. Preside over their respective houses during designated sessions or in the absence of the President/Speaker.

2. Participate in debate and vote in their respective chambers, if desired, and when not presiding.

3. Preside over the O’Brien House and Cherberg Senate (the Speaker Pro Tem in O’Brien and the President Pro Tem in Cherberg).

4. Serve on a legislative committee and may vote in that committee.

5. The President Pro Tem shall be the Vice Chair of the Senate Rules Committee. The Speaker Pro Tem shall be the Vice Chair of the House Rules Committee.

6. Work in close cooperation with their respective presiding officers and rostrum staffs to ensure the smooth functioning of their respective chambers.

7. Attend the Proclamation Signing, Leadership Training and Y-Advocacy Day events, as well as the Youth Legislative session in its entirety.
Assistant Attorneys General

Assistant Attorneys General must have at least one year’s prior experience with YMCA Youth Legislature or Mock Trial, currently be enrolled in grade 10 or equivalent. After being elected at their district event Assistant Attorney Generals may be asked to create a list of questions to be used as a test for a legislative bill’s constitutionality or produce other information to aid the Attorney General in placing them in their session assignments.

Assistant Attorneys General MUST attend leadership training as scheduled in the Program Calendar.

Assistant Attorneys General have the following responsibilities:

1. Review legislation prior to the Session, in consultation with the State Attorney General, and advise legislators and others on the constitutionality of proposed bills. The bill’s sponsor(s) must be notified if there are any questions regarding a bill’s legality or constitutionality.

2. Propose bill amendments, which bring the language of a bill into consistency with the Washington State Constitution, with the consent of the bill’s sponsor. AG’s may not change the intent of legislation, or significantly alter wording, except to meet constitutional or legal criteria. Amendments proposed by the AGs shall be allowed during committee, Senate, House, O’Brien House, Cherberg Senate or Governor’s consideration.

3. Suggest more substantive amendments during committee sessions only, consistent with the rights and duties of all delegates.

4. Speak only on constitutional or legal matters, when requested, on behalf of the Attorney General. Attorneys General have no debate privileges.
Governor’s Cabinet Members

The Governor’s Cabinet is intended to be a resource for the Governor on policy issues. Each Cabinet member should be knowledgeable about a particular area, such as transportation, education, public safety and criminal justice, social policy, environment, and so forth. A candidate for the Governor’s Cabinet must be enrolled in grade 11 or equivalent and submit the appropriate application form to the State Office.

All Governor’s Cabinet members MUST attend the Leadership Training to be held as scheduled in the Program Calendar.

The Governor will appoint 5 Cabinet Members each year. Every effort will be made to create fair distribution across districts.

Governor’s Cabinet members have the following responsibilities:

1. Be familiar with all bills in the Bill Book which fall within their department and/or area of expertise and prioritize in order of importance and controversy with the Governor and other cabinet members.

2. Meet at least once per day with the Governor, as a cabinet, in order to brief the Governor on the status of bills pertinent to the member’s department and those bills the Governor has requested be followed.

3. Attend committee hearings on the prioritized bills, testifying only if it is an important executive bill that appears to be failing.

4. Speak on the floor of the Chamber, at the end of the debate, only in those instances where an important executive bill appears to be failing.

5. Meet with each Representative or Senator who wants to lobby their bill with the Governor, along with the Governor whenever it is possible for the Governor to be present.

6. Serve as a resource for any Representative or Senator who is seeking lobbyists or others to speak on their particular bill.

7. Advise the Governor as requested and support executive decisions.

8. May submit up to two bills on area of expertise, with the approval of Governor.

9. Seek opinions of key legislators for Governor.

10. Observe legislative sessions on the Governor’s behalf and report back.

11. Perform other assignments as requested by the Governor.
**Fair Elections Commission**

Fair Election Commissioners serve as a committee to aid the Director of Elections in the conduct of the all Major Officer Elections. Each district will elect one delegate to serve on this committee. Individuals holding this position may do so in addition to any other elected or appointed position; however this position may not be held by Major Office Candidates. Candidates must be enrolled in grade 11 or equivalent.

**Fair Election Commissioners** have the following responsibilities:

1. Participate in the development of the rules and regulations for the Youth Legislature major officer election.

2. Implement and administer the rules during the Youth Legislature session and the election, under the supervision of the Director of Elections.

3. Staff the polling sites during the election and ensure the security of the process and the ballots.

4. Other election duties as requested by the Director of Elections.
Rostrum Officers

Rostrum officers for the Senate and the House include:
- Secretary of the Senate and Chief Clerk of the House
- Parliamentarian
- Chaplain
- Reading Clerk and Assistants
- Sergeant-At-Arms and Assistants
- Secretary of the Cherberg Senate and Chief Clerk of the O’Brien House

These positions are elected at district events. Positions rotate between districts each year. See “Distribution of District and Statewide Elected Officials” to see what positions are open in your district for the current year. All candidates for Secretary of the Senate, Chief Clerk of the House, and Parliamentarian shall be in the 11th or 12th grade, or equivalent. Candidates for Chaplain, Reading Clerk and Assistants, and Sergeant-At-Arms and Assistants may be in grades 10th through 12th, or equivalent. Candidates for O’Brien House and Cherberg Senate rostrum staff may be in grades 9-12 or equivalent with one year of program experience.

All rostrum officers, with the exception of the Reading Clerk Assistants and Sergeant-At-Arms Assistants, MUST attend leadership training (dates available on the Program Calendar).

The Secretary of the Senate and the Chief Clerk of the House have the following responsibilities:

1. The Secretary and Chief Clerk shall preside over the organizational session of their respective chambers.

2. The Secretary and Chief Clerk shall serve as custodian of all official documents of their respective chambers. They shall receive and place bills on the docket as each is reported out of the Rules Committee or the opposite house. They shall be responsible for transmitting bills that have passed the chamber to the proper authority. They shall make sure that members are informed of all proposed committee amendments. They are responsible for receiving all official messages to their respective chambers.

3. The Secretary and Chief Clerk shall direct the activities of the officers of the lower rostrum.

4. The Secretary and Chief Clerk shall keep the official record of the proceedings in their respective chambers.
5. The Secretary and Chief Clerk shall serve on a legislative committee. The **House and Senate Parliamentarians** have the following responsibilities:

5-1. The Parliamentarian shall provide parliamentary advice and counsel to the presiding officer. Parliamentary decisions shall be based upon "Washington State Youth and Government Rules of Order" and *Reed's Parliamentary Rules*.

5-2. The Parliamentarian shall also try to answer written parliamentary questions of members of the chamber.

5-3. The Parliamentarian shall attend all sessions of the body.

5-4. The Parliamentarian shall have the right to participate in debate and to vote, except in cases where a conflict exists between debate and performance of the Parliamentarian’s official duties. Parliamentarians shall not participate in debate on an issue after offering an opinion on a parliamentary ruling.

5-5. The Parliamentarian shall serve on a legislative committee.

The **House and Senate Chaplains** have the following responsibilities:

1. The Chaplains shall be alert to all opportunities to keep the core values of the YMCA – honesty, caring, respect, responsibility – before the members of the Youth Legislature.

2. The Chaplains shall prepare and deliver special inspirational messages for the opening of all sessions of their respective houses.

3. The Senate Chaplain shall prepare and deliver the closing message at the joint session(s). The House Chaplain shall prepare and deliver the opening message at the joint session(s).

4. The Chaplains shall have the right to participate in debate and to vote.

5. The Chaplains shall serve on a legislative committee.

The **House and Senate Reading Clerk and Assistants** have the following responsibilities:

1. The Reading Clerk shall read all bills, amendments and announcements as directed by the presiding officer and Secretary or Chief Clerk.

2. The Reading Clerk shall take all roll calls and keep a record of attendance.
3. The Reading Clerk and Assistants shall serve on a legislative committee.

The House and Senate Sergeant-At-Arms and Assistants have the following responsibilities:

1. The Sergeant-At-Arms shall organize Assistants into an efficient working team and assign specific duties, as required.

2. The Sergeant-At-Arms shall maintain order in the chamber and visitors' gallery.

3. The Sergeant-At-Arms shall permit only authorized persons to be on the floor of the chamber.

4. The Sergeant-At-Arms shall supervise all flag ceremonies.

5. The Sergeant-At-Arms shall act as an escort for all official dignitaries and visitors.

6. The Sergeant-At-Arms shall supervise all pages assigned to the chamber.

7. The Sergeant-At-Arms and Assistants shall serve on a legislative committee.

The Secretary of the Cherberg Senate and the Chief Clerk of the O’Brien House have the following responsibilities:

1. The Secretary and Chief Clerk shall serve as custodian of all official documents of their respective chambers. They shall receive and place bills on the docket as each is reported out of the Rules Committee or the opposite house. They shall be responsible for transmitting bills that have passed the chamber to the proper authority. They shall make sure that members are informed of all proposed committee amendments. They are responsible for receiving all official messages to their respective chambers.

2. The Secretary and Chief Clerk shall take all roll calls and keep a record of attendance. They shall assist the chair in matters of quorum.

3. The Secretary and Chief Clerk shall serve on a legislative committee.
Committee Chairs and Vice Chairs

All candidates for Committee Chair and Vice Chair shall be in 11th or 12th grade, or equivalent, and have at least one year’s prior experience in the Youth Legislature. Committee Chairs and Vice Chairs MUST attend the leadership training (dates available on the Program Calendar). Chairs and Vice Chairs must also agree to assume and perform ALL the duties and responsibilities as listed below.

Committee Chairs have the following responsibilities:

1. The Chair shall be a member of the House and shall serve as a member of the House Rules Committee.

2. The Chair shall preside over the discussion and debate of bills considered by the committee to which he/she is assigned. The Chair shall ensure that the will of the majority prevails and that the rights of the minority are respected. The Chair shall ensure that the committee gives each bill thorough consideration and makes all necessary amendments.

3. The Chair shall be the proponent for all House bills from his/her committee during Rules Committee.

4. The Chair shall be the proponent of the committee amendments when they are considered on the floor of the House.

Committee Vice Chairs have the following responsibilities:

1. The Vice Chair shall be a member of the Senate and shall serve as a member of the Senate Rules Committee.

2. The Vice Chair shall serve as recorder and custodian of the official copies of bills for the committee to which he/she is assigned.

3. The Vice Chair shall perform the duties of the Chair in his/her absence. When assuming the Chair’s duties, the Vice Chair shall appoint another committee member to serve as recorder.

4. The Vice Chair shall retrieve all amended bills from the Code Reviser's Office prior to Rules Committee.

5. The Vice Chair shall be the proponent for all Senate bills from his/her committee during Rules Committee.

6. The Vice Chair shall be the proponent of the committee amendments when they are considered on the floor of the Senate.
Senators, Representatives, and O’Brien House/Cherberg Senate Members

Senators and Representatives must be in grades 10 through 12, or equivalent. Though it is assumed that the more senior members of the delegation will fill these slots, allocation of roles is ultimately the decision of the delegation and its advisor. O’Brien House/Cherberg Senate members MUST be new delegates to the program and be enrolled in grades 9-12 or equivalent. Senators, Representatives and O’Brien House members have the following responsibilities:

1. Senators, Representatives, O’Brien House and Cherberg Senate members must sponsor or co-sponsor a legislative bill. It must be filed in time for inclusion in the official Bill Book and be in the official format. *No more than two people may co-sponsor a bill.*

2. Study the subject of the bill, including background, current laws, and legal implications to become knowledgeable about all aspects the legislation may address.

3. Study the Bill Book in advance of Youth Legislature. Be sure to read the sections on "Rules of Order" and "Outline of Parliamentary Rules."

4. Act as proponent for the bill before legislative committee (every effort will be made to appoint sponsoring delegate(s) to the appropriate committee).

5. Study other bills introduced in delegate's chamber, particularly those assigned to the committee on which the delegate serves.

6. Check dockets as issued and be prepared on legislation to be debated.

7. Act as proponent for own bill if and when up for consideration in respective chamber, including statements to open and close debate, as well as responding to questions from the body.

8. Enlist support, with aid of lobbyists, for own bill if and when being considered by opposite chamber. DO NOT NEGLECT responsibility to consider and vote upon all other legislation before delegate’s own chamber.

9. Work with appropriate Cabinet member and lobbyists to provide Governor with all necessary information if and when bill passes both chambers.

10. Evaluate all proposed legislation with concern for welfare of citizens of State of Washington. Delegates should not hesitate to address fellow legislators with pertinent information.
Press Corps & Press Photographers

The Press Corps consists of reporters, photographers, one assistant editor from each district, and an editor-in-chief. Reporters must be in the 9th through 12th grade, or equivalent. Candidates for assistant editor positions must be in the 11th or 12th grade, or equivalent, have either one year prior experience as a member of the Youth Legislature Press. The Editor-in-Chief for the following year will be selected by the members of the Press Corps at the conclusion of the present session. The Editor-in-Chief will serve throughout the year and during the subsequent session. Assistant Editors will be elected by their districts, but will be assigned to specific positions by the Editor-in-Chief.

The Editor-in-Chief and Assistant Editors MUST attend the leadership training as scheduled in the Program Calendar.

The Editor-in-Chief has the following responsibilities:
1. Supervise production and layout of newspaper, control and proofread final copy.
2. Coordinate general operation of Press Room and supervise assistant editors.
3. May, in consultation with State Program Director and press advisors, institute an “alternative” paper.
4. Write at least three editorials on topics related to Youth and Government (i.e., calling for passage/defeat of bills, choice of officers, etc.).
5. Represent the press program for the YMCA Youth Legislature.
6. Serve as a voting member of the YMCA Youth Legislature Program Committee. This requires attendance at all Program Committee Meetings.
7. Work with the Program Area Lead in layout and editing of the Capitol Quarterly newsletter.
8. Attend the Proclamation Signing, Leadership Training and Y-Advocacy Day events, as well as the Youth Legislative session in its entirety.

Assistant Editors have the following responsibilities:
1. Directly supervise assigned reporters and photographers. Assist them with negotiating committee assignments and editing and proofreading their articles.
2. Ensure that communication is maintained in the press room so everyone knows what is happening.
3. Write at least one editorial.
4. Communicate consistently with other Assistant Editors and the Editor-in-Chief.
Reporters have the following responsibilities:

1. Each Reporter shall submit one article or news release in the proper form to the State Office by the deadline published in the Program Calendar for publication in the first issue of Capitol Capers.

2. Work as a member of the Press Corps to produce the Capitol Capers while in Olympia.

3. Write a minimum one article per day for Capitol Capers.

4. Work closely with assigned supervisor on content and revisions.

5. Prepare questions for interviews and press conferences.

6. Prepare a minimum of one pre-session and one follow-up article or news release to be sent to local media in reporter’s home community. Article should provide substantive information about YMCA Youth Legislative Session.


8. Attend all scheduled Press Corps meetings.

Photographers have the following responsibilities:

1. Responsible for the visual documentation of the youth session.

2. Work closely with assigned supervisor (Assistant Editor) for specific assignments and press needs.


4. Attend all scheduled Press Corps meetings.

5. Create a disk with all pictures to turn into the State Office at the end of session.

6. Must provide own digital camera to work with during session.

7. Must submit a “portfolio” of photos from district events in electronic form to the State Office.
Lobbying Corps

Lobbyists should be enrolled in grades 9 through 12, or equivalent. Lobbyists must have at least one year’s prior experience as a lobbyist and complete a position paper, and co-sponsor at least one bill with a legislator. The Chief Lobbyist Executive is selected by the members of the Lobbyist Corps at the conclusion of the session. The Chief Lobbyist Executive serves the following year and the subsequent Session.

The Chief Lobbyist and Lobbyist Executives MUST attend leadership training as scheduled in the Program Calendar.

The **Chief Lobbyist Executive** has the following responsibilities:

1. Preside over all meetings of the Lobbyist Executives and Corps while in Olympia.
2. Assign each of the Lobbyist Executives to a lobbyist firm.
3. Assign lobbyists to lobbying firms.
4. Work with the Lobbyist Advisor and Lobbyist Executives to distribute legislation between firms.
5. Act as liaison to the Governor’s Office, providing lobbying expertise to the Governor and Governor’s staff.
6. Serve as a voting member of the YMCA Youth Legislature Program Committee.
7. Attend the Proclamation Signing, Leadership Training and Y-Advocacy Day events, as well as the Youth Legislative session in its entirety.
**Assistant Lobbyist Executives** have the following responsibilities:

1. Serve as the Executive Officer of an assigned lobbying firm.

2. Work with the Chief Lobbyist in making lobbyist assignments.

3. Ensure that all lobbyist materials are approved by a Lobbyist Advisor before use by any lobbyist.

4. Coordinate lobbying efforts in their respective areas of responsibility.

5. Work with Presiding Officers and rostrum staff to ensure consistent process in lobbyist testimony.

6. Meet with lobbyists assigned to respective chambers to coordinate testimony on legislation and assist in preparing testimony as needed.

**Lobbyists** have the following responsibilities:

1. Co-sponsor at least two bills with a legislator in the House or Senate.

2. Write a one to two-page position paper on a topic of their choice (to be turned in with registration materials to the State Office.)

3. Participate in committee sessions. Lobbyists will be assigned to committees and firms based on the topic of their position paper, co-sponsored bill and experience in the program.

4. Speak and answer questions on the floor of the Senate or House, provided that permission has been granted by either the bill sponsor or two members from the originating committee.

5. Provide information relevant to legislation at all levels of consideration, from committee hearings to the Office of the Governor.

6. Attend all scheduled lobbyist meetings and any press conferences related to their bill topics/position paper.

7. Obtain approval of the bill author and the lobbyist advisors before duplicating or posting any handbills, posters, or other printed materials.
Candidates for **Post Master General** must have at least one year of page experience in the Youth & Government Program and be enrolled in grades 9-11 or equivalent. The Post Master General will be selected by the members of the page program at the close of the session. The Post Master General will serve for the following year and subsequent session.

Candidates for **Assistant Post Master General** should be enrolled in 9th – 12th grade, or equivalent, and have at least one year’s prior experience as a Page in the Youth Legislature. The Assistant Post Master General will be elected during district events. The position will rotate around the state each year.

The Post Master General `and Assistant MUST attend Leadership Training as scheduled in the Program Calendar.

The **Post Master General** has the following responsibilities:

1. Coordinate with Page Area Advisors to plan a paging strategy for session
2. Supervise pages in various program areas, and maintain smooth, efficient and timely delivery of notes.
3. Assign pages to specific program areas, and ensure that pages are showing up for their assigned duties.
4. Work together with the Asst Post Master General to cover the page check-in table.
5. Monitor page notes for appropriateness. Prevent and/or stop inappropriate communication as soon as possible.
6. Serve as a voting member of the YMCA Youth Legislature Program Committee.
7. Attend the Proclamation Signing, Leadership Training and Y-Advocacy Day events, as well as the Youth Legislative session in its entirety.

The **Assistant Post Master General** has the following duties:

1. Assist the Post Master General in implementing the paging strategy for the session.
2. Supervise pages in various program areas, and assist with the flow of page notes.
3. Ensure that pages are showing up for the assigned duties.
4. Work together with Post Master General to cover the page check-in table.

5. Monitor page notes for appropriateness. Prevent and/or stop inappropriate communication as soon as possible.
Page & 8th Grade Program

Page Program
Pages must be in grades 9-12.

Pages Responsibilities
1. Work in various program areas, handling page notes and other communication.
2. Check in with Page Table at the beginning of each session.

Special Assignments
Pages can request a “Special Assignment” to either the Secretary of State or Governor’s Office. Advisors wishing to have one of their students fill this role should write a brief statement to the state office and include it with registration materials. The statement should explain why this individual would be an outstanding candidate for a “Special Assignment”. If an 8th Grade Participant is chosen for a “Special Assignment” they would not participate in the 8th Grade Senate because assignments last for the entire session.

8th Grade Program
8th Grade participants must be in 8th grade, or equivalent. 8th grade participants will serve part of their time as pages in various program areas, and serve part of their time as a member of the 8th Grade House or Senate.

8th Grade House and Senate Responsibilities:

1. 8th Grade Senators and Representatives must sponsor a proposal, filled out using the appropriate “8th Grade Proposal Template”. This must be filed by the date specified in the program calendar for inclusion in the Bill Book.

2. Study the subject of their proposal, and be knowledgeable about its general topic.

3. Use basics of parliamentary procedure during debate in 8th Grade House or Senate.

4. Act as a proponent for their proposal before the 8th Grade House or Senate.

5. 8th Grade Representative and Senators will not participate in legislative committees.
8th Grade House and Senate Chair

8th Grade House and Senate Chairs shall be in 10th, 11th or 12th grade, or equivalent, and have at least one year’s prior experience in the Youth Legislature. 8th Grade Chairs will be elected at district events – positions will rotate between districts each year.

The 8th Grade Chairs MUST attend leadership training (dates available on the program calendar on page 4). They must also agree to assume and perform ALL the duties and responsibilities listed below:

8th Grade Chairs have the following responsibilities:
1. Preside over the discussion and debate of bills considered in the 8th Grade House or Senate. They shall ensure that the will of the majority prevails and that the rights of the minority are respected. They shall ensure that each bill is given thorough consideration.

2. Preserve order and decorum in the 8th Grade House or Senate, and answer all parliamentary inquiries. They should give instruction in parliamentary procedure as necessary.

3. Work with the 8th Grade House and Senate Clerk who will keep the docket and act as reading clerk for the chamber.

4. Introduce guest speakers that are scheduled to speak in the 8th Grade House or Senate.

5. They shall serve on a legislative committee.

8th Grade Clerk

1. The 8th Grade Clerk shall serve as recorder and custodian of the official copies of proposals for the 8th Grade House or Senate.

2. The 8th Grade Clerk shall perform the duties of the Chair in his/her absence. When assuming the Chair’s duties, the 8th Grade Clerk shall appoint another committee member to serve as recorder.

3. The 8th Grade Clerk shall serve as a non-voting member of a legislative committee.
### Outline of Parliamentary Motions

<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>To call for the orders of the day</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>None</td>
<td>Yes</td>
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<tr>
<td>To adjourn</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Maj</td>
<td>No</td>
</tr>
<tr>
<td>To adjourn to a certain time</td>
<td>Yes</td>
<td>Yes</td>
<td>Limited</td>
<td>Maj</td>
<td>No</td>
</tr>
<tr>
<td>To recess</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Maj</td>
<td>Yes</td>
</tr>
<tr>
<td>To demand a division</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Maj</td>
<td>Yes</td>
</tr>
<tr>
<td>To raise a question of privilege</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Maj</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>To object to consideration</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>2/3</td>
<td>Yes</td>
</tr>
<tr>
<td>To lay on the table</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Maj</td>
<td>No</td>
</tr>
<tr>
<td>To call for the previous question</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>2/3</td>
<td>No</td>
</tr>
<tr>
<td>To postpone indefinitely</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Maj</td>
<td>No</td>
</tr>
<tr>
<td>To postpone to a definite time</td>
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<td>Yes</td>
<td>Yes</td>
<td>Maj</td>
<td>No</td>
</tr>
<tr>
<td>To refer to committee</td>
<td>Yes</td>
<td>Yes</td>
<td>**</td>
<td>Maj</td>
<td>No</td>
</tr>
<tr>
<td>To amend</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Principal Motions (no precedence)</th>
<th>Second?</th>
<th>Amendable?</th>
<th>Debatable?</th>
<th>Vote</th>
<th>Interrupt Speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>To consider a bill, memorial, or resolution</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Maj</td>
<td>No</td>
</tr>
<tr>
<td>To take from the table</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Maj</td>
<td>No</td>
</tr>
<tr>
<td>To rescind</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Maj</td>
<td>No</td>
</tr>
<tr>
<td>To limit debate</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>2/3</td>
<td>No</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Incidental Motions (no Precedence)</th>
<th>Second?</th>
<th>Amendable?</th>
<th>Debatable?</th>
<th>Vote</th>
<th>Interrupt Speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points of order</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>*</td>
<td>Yes</td>
</tr>
<tr>
<td>To appeal the decision of the chair</td>
<td>No</td>
<td>No</td>
<td>**</td>
<td>2/3</td>
<td>Yes</td>
</tr>
<tr>
<td>To withdraw a motion</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Maj</td>
<td>No</td>
</tr>
<tr>
<td>To ask for the reading of a paper</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Maj</td>
<td>No</td>
</tr>
</tbody>
</table>

**Notes:**
* Requires only the presiding officer’s decision; majority vote if appealed from the chair
** Debatable only when the motion to which it was applied was debatable.
The Parliamentary Motions have been adapted from Reed’s Parliamentary Rules to ensure a uniform understanding and practice in the Senate, House and all legislative committees of YMCA Youth Legislature. If issues arise which are not specifically resolved above, consult the full Rules of Order (YMCA Youth Legislature Advisor Handbook) or Reed’s Parliamentary Rules.

**Most Common Mistakes**

*Made by members of the assembly*

- Failure to obtain recognition before speaking.
- Failure to identify oneself and one’s delegation.
- Failure to identify one’s intent.
- Failure to limit one’s remarks to the immediately pending question.
- Arguing at a personal level, attacking opponents for their past actions or comments, instead of limiting discussion to the subject itself.
- Failure to ask questions when uncertain about what is going on.
- Failure to raise a point of order when the chair infringes on the rights of members, as for example, when discussion is arbitrarily cut off by the chair or when the chair does not respond to a request for a division of the assembly.
- Nitpicking insistence on trivial parliamentary technicalities which prevent an assembly from focusing its attention on the substance of what is being discussed.

*Made by the Chair*

- Taking unnecessary votes on trivial matters instead of using general consent.
- Cutting off discussion arbitrarily instead of permitting the assembly to decide when debate should end.
- Refusing to permit the making of a motion with which the chair disagrees.
- Failure to remain impartial (or relinquish chair) when controversial matters arise.
- Failure to stifle promptly out of order remarks, such as non germane discussion of derogatory comments about another member.
- Allowing discussion to become too informal, bypassing the chair, thereby causing the chair to lose control.
- Failure to call for a final vote on a motion after it has been amended.
- Failure to restate each motion carefully before taking a vote, so that every member understands what is being voted on.
- Failure to confirm, after a vote, what has been decided, so that the secretary and assembly understand clearly what was done.
YOUTH LEGISLATURE RULES OF ORDER

UNDER CONSTRUCTION

We are in the process of updating our rules of order. Once all edits are complete, you will be emailed a new document to insert into this section.

In the meantime, you can find the current Rules of Order at our website, www.youthandgovernment.org
YMCA Youth & Government Youth Legislature is designed to educate and civically engage teens in grades 8-12 about our State Legislative process by giving them a “hands on experience”. During our delegation meetings you will be encouraged to research and write your own piece of legislation, learn about parliamentary procedure, debate practices, learn the importance of opening and closing remarks and have the opportunity to take on various roles of the state government.

Throughout the year you will spend time in our local delegation learning the basics of our state government. You will practice public speaking skills and learn parliamentary procedure, research and draft legislation, and discuss the roles of the press and lobbyists in the legislative process. Our delegation meetings prepare you for your participation in district events, held during the winter, where you will share their ideas with others from our district and possibly run for a statewide leadership position.

The culmination of the program occurs at the 70th YMCA Youth Legislature from May 3-6, 2017. It is at this time that over 450 students from around the state converge on the state capitol to conduct their model youth legislature. Here students take on the roles of Representative, Senator, Lobbyist, Reporter, or Page and do their part in passing legislation that is important to them. In addition to these roles, experienced participants also have the opportunity to take on leadership roles such as Governor, Secretary of State, and Speaker of the House.

**Objectives:**
- Learn about state government and democracy in a fun way
- To become familiar with the types of legislation and how they pertain to state and federal government
- To become familiar with the various roles of state government and take on one of those roles during the 69th Youth Legislature
- Build self-confidence through public speaking
- Develop strong leadership skills
- Communicate effectively
- Adhere to our YMCA Core Values (Responsibility, Honesty, Respect, and Caring) while supporting our fellow delegates

**Expectations:**
- That teens attend delegation meetings on a regular basis
- That ALL teens write a minimum of one piece of legislation no matter what role they play
- That teens abide by the Code of Conduct & Dress Code outlined in the YMCA Youth Legislature Rules
- That teens represent their delegation in a positive manner during all delegation meetings and at the 69th Youth Legislature
- That all required paperwork i.e. bills, articles, nomination forms etc. be turned in by the deadlines
YMCA Youth & Government
Core Values

**Honesty** – All delegates are asked to research current events, take a stand on the issue, and write a piece of legislation. Intellectual honesty and a strong sense of academic ethics are critical to the Y&G process of research and debate. Tell the truth, speak for yourself, speak out against injustice, mean what you say—say what you mean.

**Respect** – Youth & Government delegates will encounter arguments and positions that are at times contrary to their own personal beliefs or feelings. Teens learn to confront these ideas head on in a respectful manner without the need for personal attack on other delegates. Listen to all opinions, treat others with respect and take care of areas that we are guests in.

**Caring** – Teens become members of a delegation that supports and at times will challenge their beliefs and will provide a platform for their voices to be heard by other delegates, adult advisors and elected officials. Avoid putdowns, choose to see the positive, help someone in need. Our Caring Adult Advisors are there to provide guidance, support, structure and boundaries.

**Responsibility** – A Youth & Government delegation only works as a cohesive unit when each member contributes to the goals for the program. Delegates are taught and are expected to act with a Servant Leader’s heart. It is the responsibility of every delegate and advisor to measure their actions and decisions against the standards of Servant Leadership. Do the right thing, meet all deadlines and take responsibility for your learning and actions.
YMCA 70TH YOUTH LEGISLATURE
MAJOR OFFICERS

Governor
Blake Hirst | Northshore Delegation

Attorney General
Catie Farley | Washington High Delegation

Lieutenant Governor
Skilar Hanson | Washington High Delegation

President Pro Tempore
Cal Martin | Dayton Delegation
Amber Stastny | Spokane Delegation

Speaker of the House
Jabin Webster | Tacoma Delegation

Speaker Pro Tempore
Tavin Dotson | Olympic Peninsula Delegation

Secretary of State
Lauren German | Tacoma Delegation

Director of Elections
Kaleb Eichhorn | Thurston Delegation

Editor-In-Chief
Maya Wharton | Olympic Peninsula Delegation

Chief Lobbyist Executive
Alexandria Swanson | Korum Delegation

Post Master General
Grace Sanwald | Olympic Peninsula Delegation
Bills and their preparation comprise the most important and basic part of the total Youth Legislature. Bills are the catalysts for Committee Sessions, Chamber debate and actions by the Youth Governor. Experience has proven that the better a bill is prepared, the better the entire experience is for you the delegate. Consequently, it is important that you understand bills thoroughly, how to write one, the process by which they become laws, etc. Writing a bill is quiet simple – if you know a few secrets. The next few pages will reveal some of them to you.

The most important part of writing a bill is choosing a topic which is meaningful to you. The strength of commitment you feel toward your bill will surely influence your overall experience in the Youth Legislature. Whether your interests are in the environment, education, law enforcement, or social services, your bill should be about something in which you believe.

Every piece of legislation that is signed into law makes some change, great or small in the lives of the people of Washington State. Each legislator should carefully consider the intent of the proposal and weigh the public need against the suggested solution before sponsoring or voting on any bill.
Bills, Bills, Bills

Also known as a bill during Youth & Government. This piece of legislation proposes a new law or amends an existing law. These pieces of legislation usually get the most serious consideration, because these bills actually propose changes in the laws of our state and have a real impact upon our quality of life. This piece of legislation can be enacted in an emergency or take a couple of years to implement. This type of legislation must have an RCW number attached to them.

RCW stands for:

Applies to matters external to the legislature. This piece of legislation also has a big impact on our daily life if they relate to the Constitution, which provides the framework for our government. For Youth & Government purposes, this type of legislation can also amend the Youth & Government Rules of Order. During Youth Legislature you won’t see a lot of these.

Is a letter to Congress, the President or federal agencies on matters affecting the state or our nation. This type of legislation provides a means of telling the federal government what the legislature thinks about an issue, but does not have any real impact or “clout” in making real changes. This is the only pieces of legislation that are not signed by the YMCA Youth Governor.

This type of legislation is specific to the YMCA Youth Legislature only and is a starting point for younger delegates in the program. This legislation can be either signed or vetoed by the Youth Governor.
How a bill becomes a law in Washington State

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8.
Where to find bill ideas

Write down at least 5 places you can think of where you might find bill ideas and why that would be a good place to look. Then pair up and compare your list with your partner.

1. ____________________________________________________________________________

2. ____________________________________________________________________________

3. ____________________________________________________________________________

4. ____________________________________________________________________________

5. ____________________________________________________________________________
Within 24 hours

Take a moment and think back to everything that you did the other day. Then write down in “bullet points” what you did. Afterwards, take a look at your list and “mark” those things you did that you feel there are no laws governing what you did.

- • ____________________________________________________________________________________________________________________________________________
- • ____________________________________________________________________________________________________________________________________________
- • ____________________________________________________________________________________________________________________________________________
- • ____________________________________________________________________________________________________________________________________________
- • ____________________________________________________________________________________________________________________________________________
- • ____________________________________________________________________________________________________________________________________________
- • ____________________________________________________________________________________________________________________________________________
- • ____________________________________________________________________________________________________________________________________________
Choosing your topic

The best thing to do is to ask everyone you know for ideas.

Consider any condition, which exists in your school, city, state or nation, which makes it difficult for people to get the most out of their education, recreation, health, or employment. Items in the local news or newspaper constantly are always good issues. Obstacles that are always in the way of you and those you know are good since you have experience and knowledge of the subject.

• Ask yourself – What do I consider to be the burning issue for Washington, the nation or global community?

• The following is a list of possible ideas for legislation. Do not simply select one of the topics in the list but use this list to stimulate your thinking.

  o Education – school funding, teachers, special needs, school activities
  o Environment – pollution, recycling, waste, fuel, alternative energy
  o Human Services – public assistance, child abuse, civil rights
  o Government – taxes, term limits, elections, school funding
  o Law – police, juveniles, prisons, gun control
  o Health – abortion, STD’s, HIV/AIDS, substance abuse, immunizations
  o Economics – labor unions, wages, tourism, incentives, budget deficits
  o Transportation – motor vehicles, speed limits, trains, busses, tolls
Bill Idea Worksheet

Use this sheet to brainstorm 5 potential bill ideas you have. Remember to use your resources on where to find bill ideas.

Bill Idea #1
____________________________________________________________________________________________________
____________________________________________________________________________________________________

Bill Idea #2
____________________________________________________________________________________________________
____________________________________________________________________________________________________

Bill Idea #3
____________________________________________________________________________________________________
____________________________________________________________________________________________________

Bill Idea #4
____________________________________________________________________________________________________
____________________________________________________________________________________________________

Bill Idea #5
____________________________________________________________________________________________________
____________________________________________________________________________________________________
Possible Bill Ideas

Listed below are some possible bill ideas:

1. Washington should raise the minimum drinking to 25.
2. Restore all voting rights to felons.
3. School uniforms should be mandatory in public schools.
4. The guillotine should be implemented for the death penalty.
5. The school week should be extended to include Saturday if school days are shortened.
6. The maximum speed limit should be reduced to 45 mph.
7. Cultural Competency courses should be mandatory to graduate from public high school.
8. The legal age to get a tattoo should be increased to 21.
9. Stereos should be banned from all motor vehicles.
10. Driver’s licenses should be revoked for one year for individuals found guilty of littering.
11. Prostitution should be legalized.
12. Lower the voting age to 16
13. Ban all testing on animals.
14. Ban zoos in the US.
15. Institute prayer in public schools in place of the pledge of allegiance
16. National high school graduation requirements.
17. Allow 14 year olds to get their drivers license.
18. Televise all criminal death penalties.
19. All public middle and high school student’s drug tested if participating in school sports.
20. A national tax vs. state sales/income tax.
22. College sports players should be paid for playing their sport.
23. Metal detectors in all public high schools.
24. Those over the age 70 will no longer be able to drive.
25. Boxing/MMA banned as a sport.
26. Freedom of speech should be protected no matter how offensive.
27. All public middle school staff required to wear school uniforms.
29. Cell phones illegal for anyone under the age of 12.
30. Mandatory recycling programs in all public schools.
31. Free HIV testing available in all public high schools.
32. Those receiving state assistance be drug tested randomly/do community service hours.
33. Allow states to nullify federal laws.
34. Human cloning should be legal.
35. Term limits for US Supreme Court Justices
36. Sale of firearms online banned.
37. Replace all school text books with tablets for students with text books pre-loaded.
38. Ban smoking in vehicles while minors are present.
39. Ban tattoos and body piercings for anyone under the age of 18.
40. Lower the legal drinking age to 18.
41. Removal of “In God We Trust” on all currency.
42. Children born in the US to undocumented individuals do not get automatic citizenship.
43. Institute a national ID card.
44. All public school teachers allowed to carry firearms.
45. US should stay out of the affairs of other countries.
46. Mandatory concussion testing for all student athletes.
47. Weekday curfew of 10 pm to those under the age of 18.
48. Vehicle emissions tests mandatory in all Washington State Counties.
49. All public school lunches free to all students.
50. “Eye for an Eye” law.
51. Ban the sale of E-Cigs.
52. Military recruitment on public high school property.
53. Get rid of the death penalty within the US.
54. Lower the age to purchase state lottery scratch tickets to 16.
55. Airlines passengers pay by weight for airline tickets.
56. All public schools have closed circuit cameras in all classrooms.
57. Police brutality.
58. Prove of car insurance in order to receive car tabs.
59. All public school sports must have a doctor on site during games.
60. State legislators may only serve two terms in office.
61. Legislators will not be paid for their time if they go into extended session.
62. School credit for participation in an out of school civics engagement program.
63. Standardized testing will not determine funding for public schools.
64. All public schools will be able to require a student to repeat a class if they do not pass.
65. Ban the sale of all gel hand sanitizers to those under the age of 21.
66. All public schools will start later in the day and go later into the day.
67. Corporal punishment would be reintroduced into public schools.
68. US should not offshore drill for oil within US waters.
69. Increase the age to receive a driver’s license to 18.
70. Purchase of any animal/reptile/insect must require written knowledge test.

Websites for possible bill ideas:

www.procon.org
www.debate.org
www.wikipedia.org (list of controversial issues)
**Tips on writing your bill**

The first thing to remember is: a good idea isn’t necessarily a good bill. In other words, just because something would help the State of Washington or our nation doesn’t mean that it is a good bill topic for Youth and Government delegates.

Seem strange? Well, here’s why Youth and Government bills need to be ideas that can be debated effectively. That means that a bill about requiring State Prisons to use only recycled paper probably isn’t good because no one will really want to argue about it.

Really good debate can only happen if a few other things happen. Here’s what we believe makes a good bill:

- **Debatability** – people are going to want to argue your bill from both sides of the issue. If you can’t think of an argument against your bill, you should probably choose a different one.

- **Importance** – the idea here is that a bill that affects a lot of people or a wide variety of people is better than a bill that only affects a few people or a narrow range of people. If a topic has been in newspapers, internet, or on TV, than it may be a good bill topic.

- **Feasibility** – could your bill actually work the way you want it to in the real world; it is realistic?

- **Researchability** – are you going to be able to find facts, statistics, and news articles supporting your idea?

The key to a good bill is that is it an idea that you care very much about. The more passionate you feel about your bill, the more you will want to put the work in that will make it successfully.
Mapping Out Your Bill

Once you have chosen your bill idea, you need to start putting it together piece by piece so in the end you have a “solid” bill with all the information.

Use this worksheet to help “map” out your bill.

Identify the problem. Explain your bill idea in the space below.

____________________________________________________________________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________

List some possible options for solving the problem. What will happen if nothing is done to address the problem?

Option #1

____________________________________________________________________________________________________

____________________________________________________________________________________________________

Option #2

____________________________________________________________________________________________________

____________________________________________________________________________________________________

Option #3

____________________________________________________________________________________________________

____________________________________________________________________________________________________
Mapping Out Your Bill (cont.)

Which option do you think is the best and why?
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

Who would be impacted or benefit by your bill and why?
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

Would the implementation of your bill cost any money or would it save money? If so, how much do you think?
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

Is this a state issue or national issue and why?
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

What type of bill do you need to write? Refer back to the types of bills in the workbook.
____________________________________________________________________________________________________

Now you are ready to start researching and writing your bill!!
Bill Drafting Guidelines

There are four different types of proposed legislation in the YMCA Washington State Youth Legislature:

1. **A Legislative Act** – proposes a new or amends a law or the repeal of an existing law
2. **A Resolution** – applies to matters external to the legislature, such as the State Constitution or the YMCA Youth & Government Program
3. **A Memorial** – in essence a letter to Congress, the President, or federal agencies on matters of national interest
4. **An 8th Grade Proposal** – specific to the YMCA Washington State Youth Legislature, this piece of legislation proposes an idea and solution on a state or national level

In each case, there are specific guidelines that must be followed in drafting your bill. A sample of each of the four types of legislation is included in this section.

**Acts** usually get the most serious consideration, because these bills actually propose changes in the laws of our state, and have a real impact upon our quality of life. These Acts must pass both chambers by a simple majority vote.

**Resolutions** also have a big impact on our daily life if they relate to the Constitution, which provides the framework for our government or to the Rules of Order for the YMCA Washington State Youth Legislature. Resolutions must pass both chambers by a 2/3 majority vote.

**Memorials** provide a means of telling the federal government what the legislature thinks about an issue, but does not have any real impact or “clout” in making real changes. Memorials must pass by a 2/3 majority vote.

**8th Grade Proposals** are ideas on a specific topic that provide the issue, a solution, fiscal impact and sense of urgency. Proposals are passed by a simple majority vote.
How to Say It

Be Direct
Bill drafts should be precise and understandable. This is usually achieved by avoiding excessively long sentences, wordiness, and legalese. Sentences should be no longer than about 17 to 21 words to be easily understood. Excessively long sentences make statures difficult to read and interpret. Never use many words where a few will do. Always try to use language used in normal conversation and correspondence.

Use Present Tense
Bill should be written in the present tense. (i.e. “It is illegal to...” rather than “It will be illegal to...”) Do not say what you want to happen, say what will happen.

Avoid Jargon
Certain words are used in bill drafting either because they sound and look legal and important, or because they have been used since time immemorial. Occasionally some of this legalese may actually be needed, but generally it should be avoided.

Feeling Words
Avoid using the words "I feel" and "I want". Bills should be void of feeling. This is what your opening and closing remarks are for.

Words to Avoid
The following is a list of words to avoid in bill drafting and some suggested substitutes:

<table>
<thead>
<tr>
<th>Avoid Using</th>
<th>Use instead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aforesaid or aforementioned</td>
<td>The, that or those</td>
</tr>
<tr>
<td>It is lawful to</td>
<td>May</td>
</tr>
<tr>
<td>Is authorized/entitled to</td>
<td>May</td>
</tr>
<tr>
<td>It is his duty to</td>
<td>Shall</td>
</tr>
<tr>
<td>Is directed to</td>
<td>Shall</td>
</tr>
<tr>
<td>For the reason that</td>
<td>Because</td>
</tr>
<tr>
<td>Until such time as</td>
<td>Until</td>
</tr>
<tr>
<td>For the duration of</td>
<td>During</td>
</tr>
<tr>
<td>Wheresoever</td>
<td>Wherever</td>
</tr>
<tr>
<td>Whenssoever</td>
<td>When or if</td>
</tr>
<tr>
<td>Make payment</td>
<td>Pay</td>
</tr>
<tr>
<td>In the event that</td>
<td>If</td>
</tr>
<tr>
<td>Forthwith</td>
<td>Immediately</td>
</tr>
<tr>
<td>Absolutely null and void and of no effect</td>
<td>Void</td>
</tr>
<tr>
<td>Bonds, notes, checks, drafts, and other evidences of indebtedness</td>
<td>Evidences of indebtedness</td>
</tr>
</tbody>
</table>
BILL FORMAT REQUIREMENTS

All Acts, Memorials, Resolutions and 8th Grade Proposals

1. Bills must be submitted electronically using the format provided to delegations by the Y&G state office.

2. Each bill may be sponsored by a maximum of two (2) people, at least one of whom MUST be a Senator, Representative, Cherberg Senator, O’Brien House Representative or 8th Grade Representative/Senator.

3. The first person listed on the bill will be the Prime Sponsor.

4. Bills will be assigned to the chamber of the Prime Sponsor.

5. The lines of each bill must be numbered consecutively, following the format provided. In the case of bills longer than one page, the second page should begin with number “1”. Blank lines should not be numbered.

6. Bills may NOT be longer than 2 pages in length. Additional pages will not be included in the Bill Book.

7. All bills should be written in Verdana font, size 10.

8. "Positions" at the top of the bill will be listed as one of the following below. If the sponsor is in a leadership position please list their leadership position (not chamber or program area).
   1) Senator
   2) Representative
   3) Cherberg Senator
   4) O’Brien Representative
   5) 8th Grade Representative/Senator
   6) Reporter
   7) Lobbyist
   8) Page
LEGISLATIVE ACTS

1. **HEADING** (required)
   - The heading (the line immediately preceding the first line) of a legislative act reads “AN ACT”

2. **SHORT TITLE** (required)
   - The first line of a legislative act reads:
     An Act relating to (insert the short title of the bill) amending/repealing/adding (select the appropriate action) RCW (insert RCW number).
   - The first line should always be indented

Example:
1    An Act relating to allowing the use of dogs to hung cougars; amending
2  RCW 77.15.245; adding a new section to 77.36 RCW; and creating new sections.

3. **ENACTMENT CLAUSE** (required)
   - The next line of a legislative act reads:
     "BE IT ENACTED BY THE YMCA YOUTH LEGISLATURE OF THE STATE OF WASHINGTON:"

PLEASE NOTE: Not every section is required/needed in “An Act.” See the sample Act.

4. **SECTIONS**
   - Each section must be indented and numbered consecutively.
   - There are 3 types of sections that may be in a legislative act
     a. New Sections
     b. Amendatory Sections (see # 8)
     c. Repeal existing law that conflicts with new language or is no longer necessary. *Only entire sections may be repealed*

A. **NEW SECTIONS**

A. **NEW SECTION – WHY THIS IS IMPORTANT?**
   - The “NEW SECTION” should read:
     NEW SECTION. Sec. 1. The Youth Legislature finds ...
     (Provide brief explanation of bill – why should this be the law?)
• First line should be indented.
• “NEW SECTION” should be in all caps and underlined.
• The “Sec.” and corresponding number should be in bold print.

Example:

1 NEW SECTION. Sec. 1. The Youth Legislature finds that the lawful, regulated use of dogs to hunt cougar can:
2 (1) Be the most effective and biologically responsible tool for Cougar population conservation and management;
3 (2) Benefit public safety and protect private property; and
4 (3) Address a localized concern that a cougar population has exceeded a community’s tolerance.

B. NEW SECTION - NEW LAW – WHAT IS THE NEW LAW?
• The “NEW SECTION” should read:
  NEW SECTION. Sec. 2. A new section is added to (insert RCW number) to read as follows: (Explanation of new law)
• First line should be indented.
• “NEW SECTION” should be in all caps and underlined.
• The “Sec.” and corresponding number should be in bold print.

Example:

1 NEW SECTION. Sec. 2. A new section is added to chapter 77.36 RCW to read as follows:
2 (1) The commission shall adopt rules to establish seasons for Hunting cougar with the aid of dogs consistent with this section.
3 (2) All rules adopted by the commission regarding the hunting Of cougars with the aid of dogs must:
4 (a) Ensure viable cougar population levels;
5 (b) Be reflective of the best available science pertaining to cougar management and conservation.

C. NEW SECTION – DEFINITIONS
• Define all vocabulary in your bill that could be confusing or may have more than one meaning or interpretation. Definitions can be:
  i. Out of the dictionary
  ii. Previously defined in an existing RCW
iii. Defined in a textbook
iv. Made up on your own
• First line should be indented.
• “NEW SECTION” should be in all caps and underlined.
• The “Sec.” and corresponding number should be in bold print.

Example:

NEW SECTION. Sec. 3. The definitions in this section apply throughout this chapter unless the context clearly requires otherwise.

(1) “None of These Candidates” means when a voter wishes to register his opposition to all candidates properly qualified for that office, they may do so by voting for none of these candidates.

(2) “General Election” is as defined in RCW29A.04.073

(3) “Statewide Office” means an elected office is one voted on by all the people of Washington State that serves the people of Washington in state government. These are Governor, Lieutenant Governor ...

D. AMENDMENTS

• Amendments to legislative acts and resolutions must be set out in full. This means that the wording to be amended must be shown, as well as the new wording proposed. Care must be taken that punctuation is not altered in the existing text, unless that is part of the amendment. Proposed language must be underscored, while the text to be deleted must be ((double bracketed and stricken-out)).

• It’s also important to reference the RCW that you are striking.

• If the text being deleted is several paragraphs or pages long, in order to stay under the 2 page limit, delegates may cut the sentence off with a “...”.
  o If you are striking language out please be sure to keep any language that explains the bill/amendment so not to confuse readers.

• The “Sec.” and corresponding number should be in bold print.

Example:

1 Sec. 3. RCW 82.08.0204 is amended to read as follows:
2 (1) The tax levied by RCW 82.08.020 does not apply to the sale of the
3 Apis Mellifera species of honey bees to an eligible apiarist, ((This exemption
4 is available only if the buyer provides the seller...))
E. REPEALING

- Repeal existing law that conflicts with new language or is no longer necessary.

  Only entire sections may be repealed

Example:

1. AN ACT Relating to repealing the authorization for automated traffic
2. safety cameras amending RCW 46.12.655 and 46.63.073; and repealing
3. RCW 46.63.170
4. BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON
5. NEW SECTION, Sec. 1 RCW 46.63.170 (Automated traffic safety
6. cameras -- Definition) and 2010 c 161 s 1127, 2009 c 470 s 714, 2007
7. c 372 s 3, & 2005 c 167 s 1 are each repealed.

5. EFFECTIVE DATE

A. Do NOT include if the date is effective 90 days from adjournment.

B. Later than 90 days?

Include only if you want a date further out than 90 days from adjournment (the end of session.).

NEW SECTION, Sec. 4. This act takes effect October 1, 2012.

C. Expiration date/limited time period?

Include only if you want an expiration date.

NEW SECTION, Sec. 4. This act expires July 1, 2015.

D. Emergency? Effective immediately?

Include only if you want a date prior to the 90 days from adjournment.

NEW SECTION, Sec. 4. This act is necessary for the immediate preservation
of the public peace, health, or safety, or support of the state government and its
existing public institutions, and takes effect immediately.
1. The heading of a Resolution reads: “A RESOLUTION”

2. The first lines of a Resolution reads: “BE IT RESOLVED BY THE SENATE AND HOUSE OF REPRESENTATIVES OF THE YMCA YOUTH LEGISLATURE OF THE STATE OF WASHINGTON, IN LEGISLATIVE SESSION ASSEMBLED:”

3. The next line of a Resolution begins; “THAT, “...(continue with text)

4. All changes in the Constitution must be submitted to the people for a vote, and the Resolution should so provide. Such Resolutions require passage with a 2/3 majority vote of both houses and must be signed by the presiding officer of each house.

5. Appropriations cannot be made by a Resolution or a Program Resolution. Often a companion Legislative Act is written to provide the implementing statute.
EXAMPLES OF RESOLUTION TEMPLATES

Example of a Program Resolution for the Youth Legislature Program

A PROGRAM RESOLUTION

1 BE IT RESOLVED BY THE SENATE AND HOUSE OF REPRESENTATIVES OF THE YMCA
2 YOUTH LEGISLATURE OF THE STATE OF WASHINGTON, IN LEGISLATIVE SESSION
3 ASSEMBLED

4 WHEREAS, Problem statement here/explanation of why you are introducing this resolution

5 NOW, THEREFORE, BE IT RESOLVED, Explanation of what you are proposing to do about the problem

6 BE IT FURTHER RESOLVED, That copies of the Resolution be transmitted to the YMCA
7 Youth and Government Executive Director, Program Director, Program Chair and
8 each member of the incoming YMCA Youth Legislature Program Committee.
Example of a Resolution template for our state constitution

A RESOLUTION

1. BE IT RESOLVED BY THE SENATE AND HOUSE OF REPRESENTATIVES OF THE YMCA
2. YOUTH LEGISLATURE OF THE STATE OF WASHINGTON, IN LEGISLATIVE SESSION
3. ASSEMBLED
4.
5. THAT, At the next general election to be held in this state the secretary of state shall
6. submit to the qualified voters of the state for their approval and ratification, or
7. rejection, an amendment to __________ of the Constitution of the state of
8. Washington to read as follows:
9. Your changes here
10.
11. BE IT FURTHER RESOLVED, that the Secretary of State shall cause notice of this
12. constitutional amendment to be published at least four times during the four weeks
13. next preceding the election in every legal newspaper in the state.
MEMORIALS

1. The heading of a Memorial reads: “A MEMORIAL”

2. The first lines of a Memorial read: “TO THE HONORABLE BARACK OBAMA, PRESIDENT OF THE UNITED STATES, AND TO THE PRESIDENT OF THE SENATE AND THE SPEAKER OF THE HOUSE OF REPRESENTATIVES OF THE UNITED STATES, TO THE SENATE AND THE HOUSE OF REPRESENTATIVES OF THE UNITED STATES, IN CONGRESS ASSEMBLED:

   We, Your Memorialists, the Senate and House of Representatives of the YMCA Youth Legislature of the State of Washington, in legislative session assembled, respectfully represent and petition as follows:”

3. Each new section of a Memorial is headed: “WHEREAS,”...(continue with text)

4. The next to the last section of a Memorial is a summary of the request or petition and is headed: “NOW, THEREFORE, We your Memorialists, respectfully request...” (followed by request or suggestion summarized).

5. The last section of a Memorial outlines to whom copies of the Memorial shall be sent (those listed in the first lines) and normally reads as follows: BE IT RESOLVED, That copies of the Memorial be immediately sent to the Honorable Barack Obama, President of the United State, the President of the Senate, the Speaker of the House of Representatives, and each member of Congress from the State of Washington.”

6. Memorials require passage with a 2/3 majority vote of both houses and must be signed by the presiding officer of each house.
EXAMPLE OF A MEMORIAL TEMPLATE

A MEMORIAL

1 TO THE HONORABLE BARACK OBAMA, PRESIDENT OF THE UNITED STATES, AND
2 TO THE PRESIDENT OF THE SENATE AND THE SPEAKER OF THE HOUSE OF
3 REPRESENTATIVES OF THE UNITED STATES, TO THE SENATE AND THE HOUSE OF
4 REPRESENTATIVES OF THE UNITED STATES, IN CONGRESS ASSEMBLED

5 We, Your Memorialists, the Senate and House of Representatives of the YMCA Youth
6 Legislature of the State of Washington, in legislative session assembled, respectfully
7 represent and petition as follows:

8 WHEREAS, Problem statement here/explanation of why you are introducing this
9 memorial

10 NOW, THEREFORE, We your Memorialists, respectfully request explanation of what
11 you are proposing to do about the problem

12 BE IT RESOLVED, That copies of the Memorial be immediately sent to the Honorable
13 Barack Obama, President of the United States, the President of the Senate, the
14 Speaker of the House of Representatives, and each member of Congress from the
15 State of Washington.
8th Grade Proposal

1. **Topic:** (State the topic that your proposal addresses.)

2. **Definitions:** (Define any key words in your proposal.)

3. **Proposal for Action:** (State your proposal. Be specific and use complete sentences.)

4. **Enforcement:** (Explain how your proposed action will be enforced and what enforcement agency will be responsible. If no enforcement will be necessary state, “No enforcement necessary”.)

5. **Appropriations:** (If your proposal requires money, indicate where the money will come from or how it will be raised. If it brings money in, indicate where this money will go or what it will be spent on. If no funds will be necessary state, “No funds necessary”.)

6. **Level of Urgency:** (On a scale of 1 to 10, with one being the least urgent, rate the urgency of this proposal to the state of Washington or the nation.)
Act Outline Worksheet

• What do you want to do? (be brief)

_____________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________  

• What RCW does this relate to?

_____________________________________________________________________________________________________________________

• Are you creating, changing or getting rid of an RCW?

_____________________________________________________________________________________________________________________

• What words do you need to define?

_____________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________  
_____________________________________________________________________________________________________________________  
_____________________________________________________________________________________________________________________  
_____________________________________________________________________________________________________________________  

• What do you want to do? (be specific)

_____________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________  
_____________________________________________________________________________________________________________________  
_____________________________________________________________________________________________________________________  
_____________________________________________________________________________________________________________________  
_____________________________________________________________________________________________________________________  

• Is there a penalty?

_____________________________________________________________________________________________________________________

• If so, what is it?

_____________________________________________________________________________________________________________________  

• Which governmental department would enforce this penalty?

_____________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________

• Is there any money needed to fund your bill?

_____________________________________________________________________________________________________________________

• If so, where would these funds come from? (be specific)

_____________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________

• Is money generated by this law?

_____________________________________________________________________________________________________________________

• If so, how much and how?

_____________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________

• What would that money be used for?

_____________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________

• How soon would you want this to become law?

_____________________________________________________________________________________________________________________
Finances for your Act

If you are writing an Act, your bill must include a Fiscal Impact Worksheet. The fiscal impact worksheet tells the reader just how much money your bill will cost to implement or how much money your bill will save the state or tax payers. If you don’t know the financial impact your bill will have, then you might have a difficult time convincing other delegates to vote in favor of it. These details are important because if your bill will actually cost money to implement, you will need to show that the cost of the bill is much less than the benefits received by the law itself.

This outline will help you map out the financial impact your bill will have, where the money is going to come from and how it is going to be spent.

Does your bill cost the state money or does it make the state money?

_____________________________________________________________________________________________________________________

How do you plan on paying for this bill?

_____________________________________________________________________________________________________________________

_____________________________________________________________________________________________________________________

Who can you call to get more information regarding the cost/savings of your bill?

_____________________________________________________________________________________________________________________

_____________________________________________________________________________________________________________________

If applicable, why should those that are paying for this bill bear the burden of financing it? (they benefit the most, they’re the group causing the problem being solved by the bill, etc.)

_____________________________________________________________________________________________________________________

_____________________________________________________________________________________________________________________

What is the total amount that you bill will cost? (refer to the Fiscal Impact Worksheet)*

_____________________________________________________________________________________________________________________

*While this may seem like it should be easy to answer, it is often not. Make sure to make some phone calls to find out labor costs, material costs, etc. that will be increased due to your bill. Make calls to other states with similar programs if needed.
How to turn your Act outline into an Act

Questions 1, 2, & 3 – Together these become the Short title of the bill. Between the Short Title and Question 4, you insert the Enactment Clause:

BE IT ENACTED BY THE YMCA YOUTH LEGISLATURE OF THE STATE OF WASHINGTON:

Question 4 – This becomes your first section (SECTION1: Definitions)

Questions 5–8 – These become the body of your bill, separated into appropriate sections.

Questions 9–13 – This is the information you need for your fiscal impact worksheet.

Question 14 – This is your enacting date, or when you want your law to be effective.
Memorial Outline Worksheet

1. What do you want to do?

_____________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________

2. What are your reasons or facts? (list as least 3)

   a) _____________________________________________________________________________________________________________
   _______________________________________________________________________________________________________________
   _______________________________________________________________________________________________________________
   _______________________________________________________________________________________________________________

   b) _____________________________________________________________________________________________________________
   _______________________________________________________________________________________________________________
   _______________________________________________________________________________________________________________
   _______________________________________________________________________________________________________________

   c) _____________________________________________________________________________________________________________
   _______________________________________________________________________________________________________________
   _______________________________________________________________________________________________________________
   _______________________________________________________________________________________________________________

   d) _____________________________________________________________________________________________________________
   _______________________________________________________________________________________________________________
   _______________________________________________________________________________________________________________
   _______________________________________________________________________________________________________________

   e) _____________________________________________________________________________________________________________
   _______________________________________________________________________________________________________________
   _______________________________________________________________________________________________________________
How to turn your Memorial outline into a Memorial

Each of your reasons (a-e) becomes a WHEREAS statement
What you want to do becomes the NOW, THEREFORE statement

Remember, a Memorial is a letter to the President, Congress and Department Heads and you do not need to be absolutely specific about how the law will read.

Be concise – the less words you use to convey what you want the better.
8th Grade Proposal Outline Worksheet

What is your topic?

____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

Are there any words that need to be defined?

____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

What is your proposal for action?

____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
Is there any enforcement needed for your proposal?  
If so, who is going to enforce it and how?

________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

Will your proposal cost any money? If so how much and where will it come from?

________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

What is the level of urgency for your proposal?

________________________________________________________________

Use the above information to start writing your 8th Grade Proposal.
Sample Bills Small Group Exercise

The following pieces of legislation are examples written by students in the YMCA Youth Legislature. These bills were chosen for its format & writing style, however no bill is perfect. As a group discuss these bills in terms of the following questions:

- Does the formatting of this bill follow the guidelines listed?
- Are all lines numbered correctly?
- Is the bill concise or does it use to many extra words?
- Does the bill have the correct header? If something is missing, what is it?
- Does this bill state what the intent of the bill is?
- Does the bill contain all necessary definitions? If not, what else would do you need to define?
- Are all amendments underlined and stricken as necessary? (Acts only)
- Are there “feeling” words included in the bill? If so, how could you change it?
- Are RCW’s cited correctly and in all the right places? (Acts only)
- Does the effective date make sense with regard to the topic of the bill?

Don’t stop there! Think of new questions and practice evaluating other past pieces of legislation. This will not only help you in the writing of your own bill, but it will make you more able to think critically about bills when you arrive in Olympia.
AN ACT

1 An Act relating to the legal age of obtaining firearms amending RCW 9.41.050
2
3 BE IT ENACTED BY THE YMCA YOUTH LEGISLATURE OF THE STATE OF WASHINGTON:
4
5 (1)(a) Except in the person's place of abode or fixed place of business, a person shall not
6 carry a pistol concealed on his or her person without a license to carry a concealed pistol.
7
8 (b) Every licensee shall have his or her concealed pistol license in his or her immediate
9 possession at all times that he or she is required by this section to have a concealed pistol
10 license and shall display the same upon demand to any police officer or to any other person
11 when and if required by law to do so. Any violation of this subsection (1)(b) shall be a class
12 civil infraction under chapter 7.80 RCW and shall be punished accordingly pursuant to
13 chapter 7.80 RCW and the infraction rules for courts of limited jurisdiction.
14
15 (2)(a) A person shall not carry or place a loaded pistol in any vehicle unless the person
16 has a license to carry a concealed pistol and: (i) The pistol is on the licensee's person, (ii)
17 the licensee is within the vehicle at all times that the pistol is there, or (iii) the licensee is
18 away from the vehicle and the pistol is locked within the vehicle and concealed from view
19 from outside the vehicle.
20
21 (b) A violation of this subsection is a misdemeanor.
22
23 (3)(a) A person at least eighteen years of age who is in possession of ((an unloaded)) a
24 loaded pistol ((not leave the unloaded pistol in a vehicle unless the unloaded pistol is locked
25 within the vehicle and concealed from view from outside the vehicle)) shall be in
26 possession, with the obligation of a permit or concealed license.
27
28 (b) A violation of this subsection is a misdemeanor.
29
30 (4) Nothing in this section permits the possession of firearms illegal to possess under
31 state or federal law.
32
33 NEW SECTION. Sec. 5. This act takes effect October 1, 2015.
16 TO THE HONORABLE BARACK OBAMA, PRESIDENT OF THE UNITED STATES, AND 
17 TO THE PRESIDENT OF THE SENATE AND THE SPEAKER OF THE HOUSE OF 
18 REPRESENTATIVES OF THE UNITED STATES, TO THE SENATE AND THE HOUSE OF 
19 REPRESENTATIVES OF THE UNITED STATES, IN CONGRESS ASSEMBLED 
20
21 We, Your Memorialists, the Senate and House of Representatives of the YMCA Youth 
22 Legislature of the State of Washington, in legislative session assembled, respectfully 
23 Represent Washington State YMCA Youth and Government and petition as follows: 
24
25 WHEREAS, Education is tremendously important in today’s society; the requirements 
26 of jobs are now requiring more education. 
27
28 WHEREAS, every state is different, each city is different and all schools are not the 
29 same. 
30
31 WHEREAS, the federal government has too much control on the issue of education. 
32
33 WHEREAS, the increase in funding is getting us nowhere and the government is 
34 falling deeper and deeper in debt. 
35
36 WHEREAS, students are capable of succeeding and graduating, but the Federal 
37 Government is using "loopholes" to fix the nation’s problems. Requiring tests to 
38 graduate or completely shutting down schools because they are not reaching 
39 standards is not going to fix the problem; instead of just opening our wallets, we 
40 have to dig deeper to find a solution. 
41
42 NOW, THEREFORE, We your Memorialists, respectfully request local educational 
43 leaders, such as members of school boards, and local community partnerships with 
44 schools be the entities in control. 
45
46 BE IT RESOLVED, That copies of the Memorial be immediately sent to the Honorable 
47 Barack Obama, President of the United States, the President of the Senate, the 
48 Speaker of the House of Representatives, and each member of Congress from the 
49 State of Washington.
A RESOLUTION

BE IT RESOLVED BY THE SENATE AND HOUSE OF REPRESENTATIVES OF THE YMCA YOUTH LEGISLATURE OF THE STATE OF WASHINGTON, IN LEGISLATIVE SESSION ASSEMBLED

WHEREAS, the YMCA Youth and Government program promotes, respect, unity, democracy and professionalism amongst teens and young adults,

WHEREAS, the same program also enforces a gender-biased, and outdated rule.

WHEREAS, this rule is found underneath the State dress code ordinances and unfairly removes the right of a male to wear anything specifically appropriate for a female, but does not bar the same against females wearing clothing appropriate for males.

WHEREAS, YMCA Youth Legislature delegate code of conduct and dress code causes inequality and favors one gender above the other.

NOW, THEREFORE, BE IT RESOLVED, that either females be disallowed from wearing the above mentioned, “male appropriate clothing”, or males be allowed to wear the above mentioned “female appropriate clothing” and that all state, district and delegation documents be changed to reflect the outcome of this legislation by the 66th Youth Legislature.

BE IT FURTHER RESOLVED, That copies of the Resolution be transmitted to the YMCA Youth and Government Executive Director, Program Director, Program Chair and each member of the incoming YMCA Youth Legislature Program Committee.
1. **Title:** Public School Required School Days
2. 
3. **Definitions:**
4. 
5. **Proposal for Action:** All public schools within the State of Washington will be required to extend the school week to include Saturday. All public elementary schools will operate between the hours of 8:45 am until 11:45 am. All public middle schools and junior high schools will operate between the hours of 8:00 am until 11:00 am. All public high schools will operate between the hours of 7:30 am until 10:30 am. Classes or programs that would be offered will be left up to the school district to determined.
6. 
7. **Enforcement:** The Office of the Superintendent of Public Instruction.
8. 
9. **Appropriations:** The funds for this bill will come from a tax increase on marijuana in the amount of 0.05%.
10. 
11. **Level of Urgency:** 5
Bill Writing Checklist

Technical correctness
___ Act has an RCW number reference
___ Numbers and figures are expressed in words
___ Monetary sums are expressed in words
___ Number every line beginning with the title by consecutive Arabic figures (1, 2, 3)
___ Spelling and grammar are correct
___ Typed in 10 point Verdana
___ Every sentence is a statement in the third person
___ No opinions, questions or statements of intent
___ No use of “feeling” words in body of the bill
___ Use the active voice

Research/Preparation
___ Solution proposed in the legislation is appropriate to the problem
___ Solution is thorough and clear
___ Definitions are clear

Clarity of Bill’s Purpose
___ The title of the bill is broad and does not editorialize or mislead
___ Any definitions are clear and are in section 1
___ Any conditions placed on the application of the bill are clear (exceptions, limitations);
   use “if” at the start of the sentence
___ Purpose section and the body of the bill are consistent in their purposes
___ Early sections contain the major part of what you want the bill to do
___ The last section contains the enactment clause
___ The purpose of the bill is clear – i.e.; what will happen if it is enacted
___ Sections are consistent (no contradictions within the bill)
___ Actions are clearly stated

Feasibility
___ Bill resolves problem in a reasonable way
___ Administration of bill’s requirements are clear - who is responsible
___ Method of penalty is clear
___ Penalties fit the crime

Relevance
___ Addresses a problem that requires legislation to solve
___ Problem is one that can be addressed at the state level

Provision if cost is a factor
___ Fiscal note is properly formatted on bill
___ Source of income is provided
___ Collection method is provided
___ Administration of any disbursement of funds is provided
Electronic Resources

YMCA Youth & Government  www.youthandgovernment.org

Legislative Sites

Legislature, general  www.leg.wa.gov
WA State House of Representatives  www.leg.wa.gov/house/default.htm
WA State Senate  www.leg.wa.gov/senate/default.htm

Revised Code of Washington (RCW)  http://apps.leg.wa.gov/rcw/
Bill Drafting Guide  www1.leg.wa.gov/CodeReviser/Bill+Drafting+Guide/

Washington State Constitution  www.courts.wa.gov/education/constitution
Elected Officials  www.secstate.wa.gov/elections
Washington Votes  www.washingtonvotes.org

Executive and State Agencies

Access Washington  www.access.wa.gov
Governor  www.governor.wa.gov
Attorney General  http://www.atg.wa.gov/
Department of Agriculture  http://agr.wa.gov/
State Board of Education  www.sbe.wa.gov
Employment Security Department  www.wa.gov/esd
Department of Fish and Wildlife  http://wdfw.wa.gov/
Department of Health  www.doh.wa.gov
Higher Education Coordinating Board  www.hecb.wa.gov
Human Rights Commission  http://www.hum.wa.gov/
Labor and Industries  www.lni.wa.gov
Department of Licensing  www.dol.wa.gov
Liquor Control Board  www.liq.wa.gov
Lottery Commission  www.walottery.com
Secretary of State  www.secstate.wa.gov
Social and Health Services  www.dshs.wa.gov
Supreme Court  www.courts.wa.gov
Department of Transportation  www.wsdot.wa.gov
Opening Comments Worksheet

Your opening comments are the first introduction to your idea. First impressions are key when trying to inform people just what your bill is about and what impact it will have. Use this template to help you organize your thoughts.

Facts about your bill. Write down 3 solid facts about your bill/topic.

- ___________________________________________________________________________________________________________________
  ___________________________________________________________________________________________________________________
  ___________________________________________________________________________________________________________________
  ___________________________________________________________________________________________________________________

Write down what impact your bill will have if not passed.

- ___________________________________________________________________________________________________________________
  ___________________________________________________________________________________________________________________
  ___________________________________________________________________________________________________________________
  ___________________________________________________________________________________________________________________

Write down what impact/or benefits your bill will have if passed.

- ___________________________________________________________________________________________________________________
  ___________________________________________________________________________________________________________________
  ___________________________________________________________________________________________________________________
  ___________________________________________________________________________________________________________________

Now take all these ideas and write out your opening comments.

- ___________________________________________________________________________________________________________________
  ___________________________________________________________________________________________________________________
  ___________________________________________________________________________________________________________________
  ___________________________________________________________________________________________________________________

Now taking all the information that you gathered in the previous pages, you are now ready to write out your opening comments. Take a moment and read the example opening comments on the following page. Can you sense the speaker’s passion? How does he begin the speech and why is his approach effective? What type of persuasive language does he use in his speech? Can you apply either of the observations made above to your speech?
Senate Chambers—March 28, 2000

...Mr. President, when I came home from Vietnam a little over thirty years ago, I came home to a nation divided. I was assigned by the U.S. Marine Corps to head up a major officer recruiting program on college campuses all across America. It was 1969 and anti-war fever was consuming the nation. As you can imagine, my Marine uniform on a college campus became a lightning rod for protests and protesters. In this assignment, Mr. President, incoming bullets, rockets and artillery were replaced by insults, jeers and demonstrations...

But Mr. President, I rise today to defend the rights of those individuals 30 years ago to protest me and my uniform. Freedom of speech is the foundation of our democracy—and silencing that speech would have been against everything I had fought for in Vietnam. To paraphrase an old saying: I didn’t agree with what they said. But I had been willing to die to protect their right to say it.

Mr. President, I am repulsed by any individual who would burn the flag of my country to convey a message of dissent. It is an act I abhor and can barely comprehend. But in the democracy that our forefathers founded, and that generations of Americans have fought and died to preserve, I simply do not have the right to decide how another individual expresses his or her political views. I can abhor those political views, but I cannot imprison someone for expressing them. That’s a fundamental tenet of democracies and it’s what makes America the envy of the world, as the home of the free and the brave.

Last week, I received an e-mail from a retired U.S. Marine Corps Colonel from Virginia. Like many Americans (and many American veterans), he had struggled with this issue and searched his conscience for what’s right. In his message to me, he said: "I have seen our flag torn in battle, captured by our enemies, and trampled on by protesters. In all those events I never felt that the American way of life was in grave peril... for whenever our flag fell or was destroyed there was always another Marine to step forward and pull a replacement from his helmet or ruck sack."

He continued: "The Constitution is the bedrock of America, the nation... the people. It is not possible to pull another such document from our national ruck sack.’ We have but one Constitution, and it should be the object of our protection...”

...Mr. President, since speech that enjoys the support of the majority is never likely to be limited, the Bill of Rights, by its very design, protects the rights of a minority in key areas that the founders held dear. And it is the freedom to dissent peacefully that separates the greatest democracy the world has ever known from other regimes like those in China, Cuba, Iraq, and others where political dissent has been met with imprisonment and sometimes death.

If we reach past our natural anger and disgust for a few publicity-hungry flag-burners, we know in our hearts that a great nation like ours, a nation that defends liberty all over the world, should not imprison individuals who exercise their right to political dissent. And we know in our hearts that a few repulsive flag-burners pose no real danger to a nation as great as ours.

Mr. President, I want that flag to be the proud symbol of a nation that is truly free. And for it to be that proud symbol, we must also protect the sacred freedoms placed in the first amendment of the Constitution by our forefathers.

I say that because the flag represents freedom to me. But the first amendment guarantees that freedom. And when we seek to punish those who express views we don’t share, then we— not the flag burners—we begin to erode the very values, the very freedoms, that make America the greatest democracy the world has ever known. I support our flag, and the republic for which it stands. But I cannot, with the faith I have in that republic, support this constitutional amendment.

Senator Robb from Virginia
Public Speaking

Public speaking is an important skill for a delegate since there are many demands on them to share their ideas and persuade others of their views. Delegates also need strong public speaking skills when presenting their bill. Your goal during your presentation to your delegation is to inform and defend the merits of your bill and to persuade them to support it with their vote. Use the public speaking guidelines below to help you prepare for your oral presentation.

Know Your Content

- Research your bill as exhaustively as possible
- Know your side of the issue as well as opposing positions
- Organize your thoughts into a problem, solution and benefits
- Be persuasive by appealing to the needs of your audience
- Include visual aids such as charts and graphs to show projections for the future

How to improve the content of your presentation

- Read it aloud to yourself and ask the following questions
  - Does it make sense?
  - Is it persuasive?
  - Is your message clear?

Vary Your Voice

- Volume - Be sure you can be heard without shouting
- Tone, your voice tone may represent enthusiasm, fear, sorrow or another emotion. Be sure you are using a tone appropriate to your presentation
- Pitch - Is your voice too high or too low? Can you manipulate it for clearer understanding and fewer distractions?
- Pace - Speak slowly so your audience can understand your message

How to improve your voice

- Listen to your voice!
- Practice your presentation and monitor your voice
- Tape your presentation and evaluate your voice for volume, tone, pitch and pace
Maintain Positive Posture

- Eye contact
  - Maintain eye contact with your audience in order to communicate your interest in their ideas and a willingness to engage them in conversation

- Facial Expression
  - Smile when appropriate to convey warmth and comfort with your topic.

- Gestures
  - Balance your use of gestures. Too many wild gestures may be a distraction from your message and too few may seem stiff and unnatural.

How to improve your posture

Practice reading your presentation three times. It will be helpful to practice with a partner or in front of a mirror in order to receive immediate feedback.

- During the first reading, focus on making eye contact.
- During the second, be aware of your facial expressions.
- On the third reading pay attention to your gestures.

Making Your Case

a. Opening Statements
   i. States the purpose of your piece of legislation
   ii. Clears up any confusing vocabulary at the beginning of debate
   iii. States your opinion or why you wrote the bill
   iv. Is clear and concise

b. Closing Statement
   i. Clears up any confusion causes by people speaking out on your bill
   ii. Restates pivotal points
   iii. Responds to untrue statements made by legislators
   iv. Is clear and concise

c. Bill FAQ Sheet
   i. Write down all of the commonly asked questions about your bill and to come up with good answers to those questions so that you can be prepared in the future
   ii. Keep it in front of you during debate so that you can reference it quickly.
Debate Cheat Sheet

After you are recognized you thank the presiding officer and then say:

_________________________________________________, _________________________________________ Delegation
Your name here            your delegation

If you want to ask more than one question, you say:

______________________________________________________________________________

If you want to ask one question, you say:

______________________________________________________________________________

If you want to talk about the bill or amendment, without asking questions, you say:

______________________________________________________________________________
Or

______________________________________________________________________________

After you have asked all of your questions, if you want to speak out for or against the bill or amendment, you say:

______________________________________________________________________________

If you have changes you want to make to a bill (Committee or 8th Grade Chambers), you say:

______________________________________________________________________________ (state your changes, be specific).

If you want a Lobbyist to use your time to speak, you say:

______________________________________________________________________________ (state their title and name).

If you want to comment on another speaker’s comments:

______________________________________________________________________________ (state your comments).

If you want to debate the bill later, you say:

______________________________________________________________________________ (state placement on docket).

If you think that debate should end, you say:

______________________________________________________________________________

If someone forgets to state his or her name, delegation or intent, you say:

______________________________________________________________________________

If you think the vote is close, before you leader gives you his or her verdict, you say:

______________________________________________________________________________
Parli Pro 102

Amending a bill.

During committee session (or in the 8th grade senate), you can propose an amendment on another person’s bill. When proposing an amendment, be specific on what line the text is located in and the exact wording you want to use. Your proposed amendment must receive a second, then you get opening comments. There is debate on your amendment only, then closing comments then voting. If your amendment passes by a simple majority vote, the language you proposed is added to the bill and the original proponent of the bill resumes debate.

It shall be the general policy that time spent debating amendments shall be consumed from the debate time allotted to the bill in question – in the case of non-friendly amendments, it will be up to the discretion of the Chair.

Tabling a bill.

If a bill needs to be debated later because the proponent isn’t available or the bill is missing, you can make the motion to “lay a bill on the table.” This is a non-debatable motion and requires a majority vote.

Removing a bill from the table.

This motion is valid only if a bill has been previously tabled and is seconded by a voting member of the body. This is a non-debatable motion and requires a majority vote.

To postpone indefinitely.

A motion used to not hear a bill on the floor. This motion is only made prior to hearing a bill and requires a second. This motion is debatable and requires a majority vote. If this motion passes, the bill may not be heard at all.

To rescind.

This motion is used to take back the passage of a bill adopted earlier by the body. This motion must be made by a member who originally voted in favor of it and is not in order after the Governor has taken action. This motion is debatable and must have a majority vote.

To call for the orders of the day.

A motion made by a member of the body asking for the reading of the docket (or the order in which bills will be heard). This motion is not debatable, doesn’t require a second and doesn’t require a vote. This motion can be done at anytime...even during debate.
To call for the previous question.

A motion the body votes to end debate, and to proceed immediately to closing remarks, followed by a vote on the bill. This motion requires a 2/3 majority vote.

To raise a question of privilege.

A motion made by a member of the body to correct any injustice that affects the proceedings of the body or its integrity. Similar to Point of Order, it is up to the presiding officer to rule on its validity. If the presiding officer deems it valid, all business stops until the issue is resolved.

To limit debate time.

Any member of the body can shorten debate time. This motion is only valid in between debate of bills. Please be specific on the amount of time you are shortening debate to: opening/closing comments, personal debate and overall debate time. This motion does require a second and is debatable. This motion does require a 2/3 majority vote for passage. Once passed, debate time cannot be lengthened.

To ask for the reading of the paper.

This is a motion to have the Reading Clerk read the bill currently being considered in its entirety to the body. This motion does require a second, is not debatable and requires a majority vote.

To appeal the decision of the chair.

A motion made to overturn a ruling of a presiding officer. This motion must be made immediately following the decision of the Chair and applies only to points of order.

Spoken form: "I appeal the decision of the Chair."

Chair’s response: "Do one tenth of the members agree to the request for appeal? If so, please rise."

If 10% rise the maker of the motion is allowed three minutes to speak in favor of the appeal, followed by one spokesperson against also for three minutes.

Chair: "Shall the decision of the Chair stand as the decision of the House/Senate?"

The question is then voted upon. If there are a majority of "ayes" or the vote is a tie the decision of the Chair is sustained. If the "nays" hold a majority the Chair’s decision is reversed. If the ruling of the chair applied to a motion that
required a two-thirds majority, a motion to appeal the decision of the chair shall also require a two-thirds majority.

The following motions will not be entertained for any reason:

-- to suspend the rules nor adopt any other parliamentary model to supersede the rules of order
-- to reconsider
-- to proceed under committee of the whole
-- to do business under the call of the senate/house
-- to impeach

Other debating tips.

When you have been recognized by the Chair, you have 3 minutes (if time has not be shortened) to do with as you see fit. If you choose to ask the proponent a series of questions and the proponent agrees, proceed with your questions. You do not have to wait until the proponent has finished answering before you ask you next question. In other words, you can cut off the proponent and ask your next question. Be careful with this as it might come across as you being a “bully”.

Also, when asking the proponent a series of questions and they are in mid sentence, if you sit down then the speaker must stop talking. Again another move you can use, but be careful with this.

Voting tips.

All members present must vote. An abstention will be counted as a no vote. No member may leave the chamber while a vote is being taken.

A quorum is fifty percent plus one member of the specified body. A quorum is assumed to be present unless challenged before the announcement of the result of the vote.

No motion is in order while a vote is in progress.

All votes shall be by raising a name card. If a division is demanded or the presiding officer is in doubt, a standing vote shall be taken.

A majority is defined as any number over fifty percent of the members listed as present by the Reading Clerk or Assistant at the time that the motion being voted upon was made, provided that a quorum is present.

There shall be no oral roll call votes.

Legislators are prohibited from voting if they were not present for the debate on the bill in question. No legislator may enter the chamber once closing remarks have commenced until the conclusion of voting on final passage of that bill.
# Outline of Parliamentary Motions

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>To call for the orders of the day</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>None</td>
<td>Yes</td>
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<tr>
<td>To adjourn</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Maj.</td>
<td>No</td>
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<tr>
<td>To adjourn to a certain time</td>
<td>Yes</td>
<td>Yes</td>
<td>Limited</td>
<td>Maj.</td>
<td>No</td>
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<tr>
<td>To recess</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Maj.</td>
<td>Yes</td>
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<tr>
<td>To demand a division</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Maj.</td>
<td>Yes</td>
</tr>
<tr>
<td>To raise a question of privilege</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>*</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>To object to consideration</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>2/3</td>
<td>Yes</td>
</tr>
<tr>
<td>To lay on the table</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Maj.</td>
<td>No</td>
</tr>
<tr>
<td>To call for the previous question</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>2/3</td>
<td>No</td>
</tr>
<tr>
<td>To postpone indefinitely</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Maj.</td>
<td>No</td>
</tr>
<tr>
<td>To postpone to a definite time</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Maj.</td>
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<tr>
<td>To refer to committee</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Maj.</td>
<td>No</td>
</tr>
<tr>
<td>To amend</td>
<td>Yes</td>
<td>Yes</td>
<td>**</td>
<td>Maj.</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Principal Motions (no precedence)</th>
<th>Second?</th>
<th>Amendable?</th>
<th>Debatable?</th>
<th>Vote</th>
<th>Interrupt Speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>To consider a bill, memorial, or resolution</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Maj.</td>
<td>No</td>
</tr>
<tr>
<td>To take from the table</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Maj.</td>
<td>No</td>
</tr>
<tr>
<td>To rescind</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Maj.</td>
<td>No</td>
</tr>
<tr>
<td>To limit debate</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>2/3</td>
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<tr>
<th>Incidental Motions (no precedence)</th>
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<th>Debatable?</th>
<th>Vote</th>
<th>Interrupt Speaker</th>
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<tbody>
<tr>
<td>Points of order</td>
<td>No</td>
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<td>No</td>
<td>*</td>
<td>Yes</td>
</tr>
<tr>
<td>To appeal the decision of the chair</td>
<td>No</td>
<td>No</td>
<td>**</td>
<td>2/3</td>
<td>Yes</td>
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<tr>
<td>To withdraw a motion</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Maj.</td>
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<tr>
<td>To ask for the reading of a paper</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Maj.</td>
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</tbody>
</table>

**Notes:**
* Requires only the presiding officer’s decision; majority vote if appealed from the chair
* Debatable only when the motion to which it was applied was debatable.

The Parliamentary Motions above have been adapted from Reed’s Parliamentary Rules to ensure a uniform understanding and practice in the Senate, House and all legislative committees of YMCA Youth Legislature. If issues arise which are not specifically resolved above, consult the full Rules of Order (YMCA Youth Legislature Advisor Handbook) or Reed’s Parliamentary Rules.
<table>
<thead>
<tr>
<th>Position</th>
<th>Committee Assignment</th>
<th>Committee Speaking Privileges</th>
<th>Committee Voting Privileges</th>
<th>Chamber Assignment</th>
<th>Chamber Speaking Privileges</th>
<th>Chamber Voting Privileges</th>
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<tr>
<td>8th Grade Senate/House</td>
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<td>Lobbyist/Executive</td>
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<td>Press Corps/Editors</td>
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<td>Secretary of State</td>
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Hints to successful debate

MAKE EYE CONTACT!!

Show the five C’s

1. Competitive (serious demeanor, ready to debate)
2. Confident (proper research, up on time, act like you feel good about what you are saying)
3. Courteous (not schmoozing, friendly, mature)
4. Credible (you want to be, dynamism can really help)
5. Commanding (dress appropriately, don’t use street language, don’t be afraid, don’t be rude, don’t swear)

Prepare

Know your information, don’t memorize or read at the audience, speak to them. Starting of debate with the phrase, “What my bill is about...” is a bad idea. People can read, let them. Instead, grab their attention. Pull on their “heartstrings,” tell them a personal story, something that will get them thinking that this is an important piece of legislation and that they want to vote for it. Practice presenting your opening; prepare to listen during the debate and write down key questions that arise in order to address them and to persuade during your closing.

When asked if you want closing remarks, always take them. This is your last chance to correct some wrong information that might have come up during debate and your last chance to persuade folks to vote for your legislation. Even if you state, “Please vote for this very important piece of legislation,” at least that is something.

Mechanics of Speech

**Variation** – never do the same thing over and over again in any of your speaking habits. Mix it up.

**Naturalness** – be yourself, if it looks like you are faking it, no one will believe you.

**Emphasis** – use your delivery (voice, gestures, etc.) to emphasize and highlight the important arguments and the important works in your evidence.

**Voice** – change it for emphasis but don’t talk too loudly or to softly.

**Tone** – change for emphasis but don’t speak in an unusual or out of the character tone.

**Speed** – slow down for the important stuff, but don’t go too slow or too fast.

**Gestures** – use your hands to emphasize important points, a lot of gestures makes you look more energetic, which increases your dynamism.

**Face** – your face is the most expressive part of your body, and studies show people pay attention to the expression on your face. Make sure to use facial expressions which match the points you are making. Don’t send mixed signals.

**Movements** – don’t be afraid to move around a bit, but don’t stray too far from your information and notes.
Techniques for Legislative Debating

Politics involves the art of persuasion. Persuasion requires one to engage in intellectual debate. Intellectual debate requires the formulation of an argument based on logic and facts.

Debating legislation in committee or in the House or Senate requires legislators to adhere to certain standards of conduct. The following is intended to provide you with the tips you need to know how to be a good and effective debater during Youth Legislature.

3. Debate is conducted through __________________________________________________

When you are recognized to speak, remember that you are speaking to the presiding officer. If interrogating another delegate or being interrogated by another delegate, you always speak directly to the P.O. and not the other delegate.

4. Recognition to debate is a ______________________________________

You are not entitled to be recognized to speak by a presiding officer. Therefore, when you are recognized, the first utterance from your mouth should be one of the following: “Thanks you, Mr./Madam Char.” (in committee) or “Thank you Mr./Madam Speaker.” (in the House) or “Thank you Mr./Madam President.” (in the Senate).

5. Make sure you identify yourself.

Youth & Government rules require that after thanking the P.O. you state your ____________________________________________________________ before you begin to speak...this is self-explanatory.

6. State why you are being recognized.

Always begin your speech by stating what your __________________________ is. Too often, delegates give speeches that are intended to be one way, but end up sounding like just the opposite.

7. Never get personal.

When debating, it is out of order to refer to another delegate by _______________________________. It is appropriate to say “a pervious speaker” or “the delegate from (then state their delegation).”

8. Debate is scholarly, not an insult contest!

It is entirely out of order to refer to bills using any of the following words and others like them: “sucks”, “stinks”, “horrible”, “pathetic”, “terrible”, “worthless”, etc. It is in order to say something such as, “I don't believe this bill will achieve the results the prime sponsor is seeking....” You could be ruled out of order, or ________________________________ called on you for using derogatory terms to describe a bill.
This is the democratic process, not Broadway!

It is appropriate that you believe in what you are saying and that you are passionate about what you believe. However, the chambers and committee session are not theaters for delegates to perform in but rather distinguished chambers for the purpose of thoughtful debate. It is completely inappropriate for any delegate to engage in attention-getting maneuvers (banging a podium, yelling into the microphone, etc.) that disrupts the flow of debate. In other words, if you want to act...join the Drama Club.

**State your main points clearly and succinctly.**

If you support or oppose a bill for several reasons, make certain that you draw lines of distinction between your points. "Run-on" speeches can leave the other delegates puzzled about what you are saying. A word of advice, __________________________ before you speak. That way you will have everything in written form in front of you.

**Put the Prime Sponsor to work!**

If you support the bill, you can assist the sponsor by asking him/her if they would yield __________________________ and then ask "leading" questions to help clarify the bills’ intent. If you oppose the bill, then you can also ask the prime sponsor if they would yield to a series of questions and ask tough questions that might catch the sponsor giving misinformation.

**Do not argue from a middle school or high school perspective.**

At Youth Legislature, you are considered to be a young adult representing a broad and diverse constituency. How a bill impact you as a student or as students in general is completely irrelevant to whether or not the bill is worth its merit. Construct your argument based on the bill’s impact on its intended audience and state whether it will or won’t be helpful to that group. Use case law, factual information and appropriate anecdotal evidence to support your argument.

**Closing your speech properly can make a difference.**

When you begin to finish your speech, close by urging your colleagues to either support or oppose the bill. A strong finish would go something like this, "My fellow delegates, House Bill 23 represents the strongest possible message we can send to our senior citizens that their health care concerns are all of our concerns! I urge you to support House Bill 23. Thank you Mr./Madam Speaker.

**Know your time:**

- Total number of minutes give to each piece of legislation is _________
- The proponent has this many minutes for opening comments ________
- Question and Answer period of time is a total of _______ minutes with _________ give to each speaker.
- The proponent has this many minutes for closing comments ________
- Debate on a bill can only be extended once by ______ minutes.
- If debate has been extended, personal debate is limited to a total of ______ minute.
Most Common Mistakes

Made by members of the Legislative body

- Failure to obtain recognition before speaking.
- Failure to identify oneself and one’s delegation.
- Failure to identify one’s intent.
- Failure to limit one’s remarks to the immediately pending question.
- Arguing at a personal level, attacking opponents for their past actions or comments, instead of limiting discussion to the subject itself.
- Failure to ask questions when uncertain about what is going on.
- Failure to raise a point of order when the chair infringes on the rights of members, as for example, when discussion is arbitrarily cut off by the chair or when the chair does not respond to a request for a division of the members of the body.
- Nitpicking insistence on trivial parliamentary technicalities which prevent an assembly from focusing its attention on the substance of what is being discussed.

Made by the Chair

- Taking unnecessary votes on non-controversial matters instead of using general consent.
- Cutting off discussion arbitrarily instead of permitting the members of the body to decide when debate should end.
- Refusing to permit the making of a motion with which the chair disagrees.
- Failure to remain impartial (or to relinquish the chair) when a controversial matter is being discussed.
- Failure to stifle promptly out-of-order remarks, such as non germane discussion of derogatory comments about another member.
- Allowing discussion to become too informal, bypassing the chair, thereby causing the chair to lose control.
- Failure to call for a final vote on a motion after it has been amended.
- Failure to restate each motion carefully before taking a vote, so that every member understands what is being voted on.
- Failure to confirm, after a vote, what has been decided, so that the secretary and every member of the body understand clearly what was done.
Glossary of Legislative Terms

The following terms are some you will need to know in order to be successful for Youth Legislature.

Act – A bill adopted by the Legislature.

Adjourn – To conclude a day’s session with a time set to meet again, or conclude a meeting.

Adjourn Sine Die – To conclude a regular or special session without setting a day to reconvene.

Amend – To modify, delete or add to a proposal.

Amendment – Any change in a bill, resolution, or memorial. Amendments can be amended.

Appeal the decision of the Chair – A parliamentary procedure for challenging the decision of a presiding officer by asking the members to uphold or reject the decision.

At ease – A pause in the proceedings of either chambers, usually for an indefinite time.

Bicameral – Composed of two chambers or two legislative bodies.

Bill – A proposed law presented to the Legislature for consideration.

Bill Books – Binders containing all bills proposed by the legislative body.

Calendar – A list or schedule of pending business/bills to be heard.

Call to Order – Notice given indicating the Legislature is officially in session. Also used to restore order during floor action/debate.

Capitol Campus – The grounds and group of buildings surrounding the domed Legislative building, holding the offices of most of the state’s elected officials.

Caucus – A meeting of members of a body who belong to the same political party.

Chair – Presiding officer.

Chamber – Official hall for the meeting of a legislative body.

Chief Clerk – Elected person to record the official actions of the House and to be the chief administrative officer of the House.

Committee – A portion of the legislative body charged with examining matters specifically referred to it.

Constitutional Majority – A majority of those members elected to either the Senate or the House.

Cosponsor – Two or more persons proposing any document, including a bill.

Debatable – Open for discussion or argument.
Debate – Discussion of a matter following parliamentary rules.

Division – A method of voting by standing.

Docket – (See Calendar)

Effective Date – The date a bill, once passed, becomes law. Unless a different date is specified, bills become law ninety days after Sine Die.

Executive Order – A directive or command from the Governor to agencies in the executive branch.

Executive Session – A meeting for committee members to discuss and vote on bills they wish to report out of committee or to move on.

Floor of House/Senate – The actual floor space, committed primarily to legislators desks, on which the business of the Legislature is conducted.

Gallery – Areas of both chambers where public visitors may observe the Legislature in session.

Governor – The chief executive officer of the state.

House of Representatives – Lower chamber of our two-body legislature. The House has 98 members who serve a two year term.

Indefinitely Postpone – To postpone without setting a definite time for consideration.

Legislator – Elected member of either the House of Representatives or the Senate.

Legislature – The body made up of the members of both the House and Senate.

Lieutenant Governor – Presiding officer of the Senate.

Lobbyist – 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.

Motion – A proposal that the Senate or House take a certain action on.

Motion to Reconsider – A motion which, if it succeeds, would place a question in the same status as it was prior to a previous vote on that question.

Move – A formal request for action.

Order of Business – The usual order of daily activities of a body, set out in its rules.

Page – Students who assist the House and Senate.

Passage of Bill – The act of passing a bill by either or both houses of the Legislature.

Point of Order – A demand or request by a member for a legislative body to adhere to its rules of procedure.
President – Presiding office of the Senate and Lieutenant Governor of the state.

President Pro Tempore – A senator elected by the Senate to discharge the duties of presiding officer in the Lieutenant Governor’s absence.

Previous Question – A motion to close debate and bring the pending question or questions to an immediate vote.

Prime Sponsor – The originator or first name on a bill or amendment that has been introduced.

Proponent – Legislator introducing and taking responsibility of bill being debated in committee or either house.

Quorum – A majority of members of the group concerned. This means the majority of those elected to either house or committee.


Rescind – To take back.

Rules Committee – Committees in each house responsible for setting the daily calendars (dockets) of the Senate and House. The President of the Senate and Speaker of the House serve as chairs of these committees.

Secretary of the Senate – Elected person to record the official actions of the Senate and to be the chief administrative officer of the Senate.

Senate – Upper chamber of our two-body legislature. The Senate has 49 members who serve four-year terms.

Sergeant At Arms – Enforces protocol of the House or Senate and provides security for the legislative offices.

Sine Die – To conclude a regular session or special session without setting a day to reconvene.

Speaker – Presiding officer of the House of Representatives.

Table – To set aside a matter or bill for possible consideration at a future date.

Veto – Rejection of a bill by the Governor. To pass a bill over a Governor’s veto takes a two-thirds vote of both houses and is known as overriding a veto.

Withdraw a Motion – To recall or remove a motion according to parliamentary procedure.

Yield – To relinquish the floor of the House or Senate to allow another member to speak.