

# WASHINGTON STATE YMCA YOUTH & GOVERNMENT



## 70<sup>TH</sup> YOUTH LEGISLATURE DELEGATE WORKBOOK

Delegate: \_\_\_\_\_

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 70<sup>th</sup> 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 70<sup>th</sup> 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 70<sup>th</sup> 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 70<sup>TH</sup> 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 in Youth and Government**

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 quite 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:

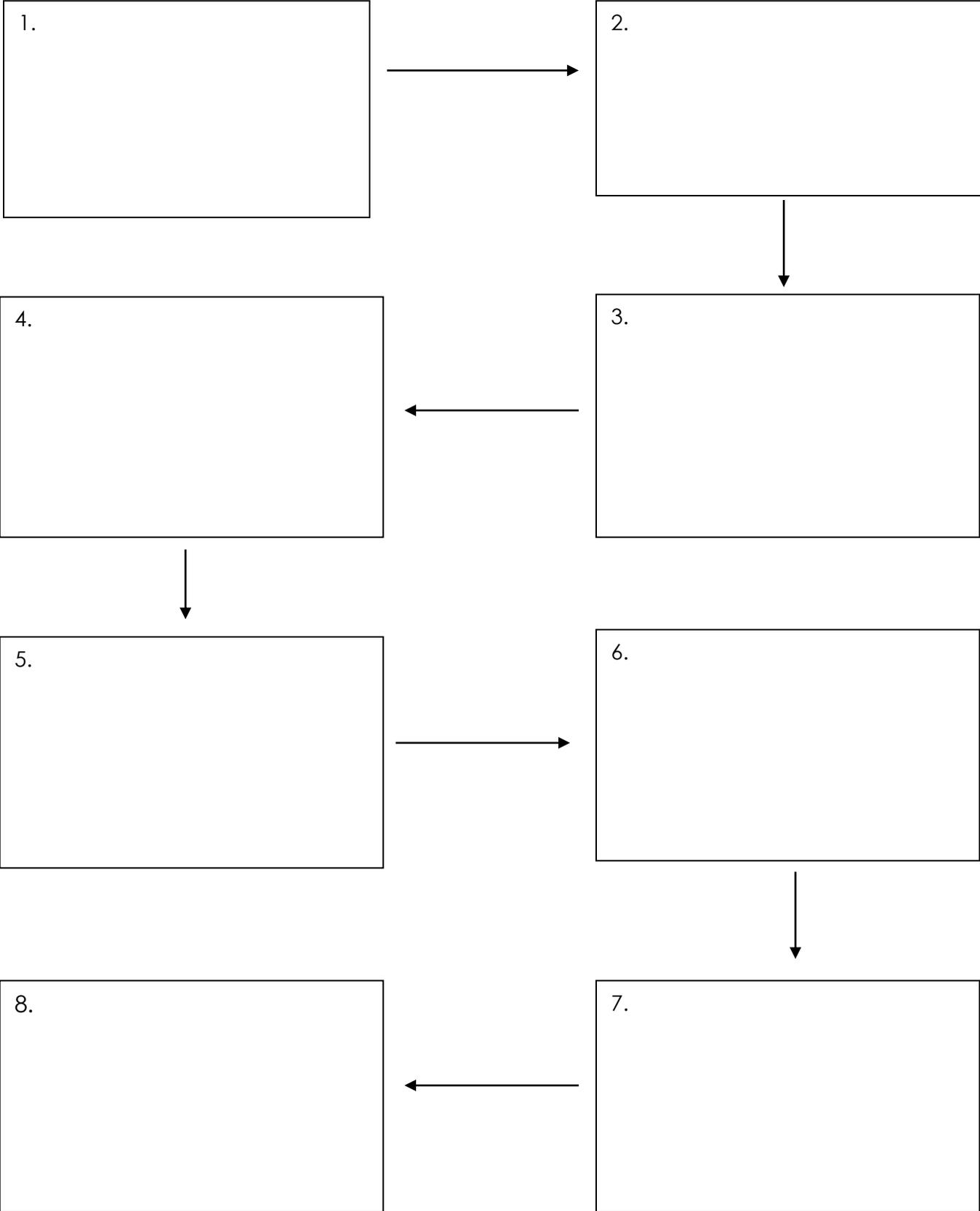
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\_\_\_\_\_ – Applies to matters external to the legislature. This piece of legislation also has a big impact on our daily life if they relate to the Constitution, which provides the framework for our government. For Youth & Government purposes, this 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



# 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.

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# 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.
  - Education – school funding, teachers, special needs, school activities
  - Environment – pollution, recycling, waste, fuel, alternative energy
  - Human Services – public assistance, child abuse, civil rights
  - Government – taxes, term limits, elections, school funding
  - Law – police, juveniles, prisons, gun control
  - Health – abortion, STD's, HIV/AIDS, substance abuse, immunizations
  - Economics – labor unions, wages, tourism, incentives, budget deficits
  - 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

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Bill Idea #2

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Bill Idea #3

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Bill Idea #4

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Bill Idea #5

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# 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. Televisе 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.
21. Free in state college tuition for residents of Washington State.
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.
28. Free condom distribution in public middle/high schools.
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](http://www.procon.org)

[www.debate.org](http://www.debate.org)

[www.wikipedia.org](http://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.

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

**Option #1**

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**Option #2**

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**Option #3**

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## Mapping Out Your Bill (cont.)

Which option do you think is the best and why?

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

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

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Is this a state issue or national issue and why?

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

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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 8<sup>th</sup> 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.

**8<sup>th</sup> 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 statutes 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:

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

# **BILL FORMAT REQUIREMENTS**

## **All Acts, Memorials, Resolutions and 8<sup>th</sup> 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 8<sup>th</sup> 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) 8<sup>th</sup> 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 hunt 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  
 2 lawful, regulated use of dogs to hunt cougar can:  
 3        (1) Be the most effective and biologically responsible tool for  
 4 Cougar population conservation and management;  
 5        (2) Benefit public safety and protect private property; and  
 6        (3) Address a localized concern that a cougar population has  
 7 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  
 2 77.36 RCW to read as follows:  
 3        (1) The commission shall adopt rules to establish seasons for  
 4 Hunting cougar with the aid of dogs consistent with this section.  
 5        (2) All rules adopted by the commission regarding the hunting  
 6 Of cougars with the aid of dogs must:  
 7 (a) Ensure viable cougar population levels;  
 8 (b) Be reflective of the best available science pertaining to cougar  
 9 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 "...".
  - 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.

## RESOLUTIONS OR PROGRAM RESOLUTIONS

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.

## 8<sup>th</sup> 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 your 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 (SECTION 1: 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.



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 8<sup>th</sup> 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 too 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 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.

**Introduced by:**

Senator	Wilson, Jessica	Tacoma
Lobbyist	Jackson, Katie	Tacoma

**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 1 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.

34

**A MEMORIAL**

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.

**Introduced by:**

Committee Chair

Williams, ShaLuJuan

Tacoma

Assistant Lobbyist Executive

McCormack, Liam

Tacoma

**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 66<sup>th</sup> 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.

**8th Grade Delegate Proposal #P1**

**Committee:** 8th Grade

**Delegation:** Tacoma

**Author(s):** Tanarra Doss, Alegra Bauder

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
6. extend the school week to include Saturday. All public elementary schools will operate
7. between the hours of 8:45 am until 11:45 am. All public middle schools and junior high
8. schools will operate between the hours of 8:00 am until 11:00 am. All public high
9. schools will operate between the hours of 7:30 am until 10:30 am. Classes or programs
10. that would be offered will be left up to the school district to determined.
- 11.
12. **Enforcement:** The Office of the Superintendent of Public Instruction.
- 13.
14. **Appropriations:** The funds for this bill will come from a tax increase on marijuana in
15. the amount of 0.05%.
- 16.
17. **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](http://www.youthandgovernment.org)

## Legislative Sites

Legislature, general

[www.leg.wa.gov](http://www.leg.wa.gov)

WA State House of Representatives

[www.leg.wa.gov/house/default.htm](http://www.leg.wa.gov/house/default.htm)

WA State Senate

[www.leg.wa.gov/senate/default.htm](http://www.leg.wa.gov/senate/default.htm)

District finder–State and Congress

<http://apps.leg.wa.gov/DistrictFinder/Default.aspx>

Revised Code of Washington (RCW)

<http://apps.leg.wa.gov/rcw/>

Office of the Code Reviser

<http://www1.leg.wa.gov/CodeReviser/>

Bill Drafting Guide

[www1.leg.wa.gov/CodeReviser/Bill+Drafting+Guide/](http://www1.leg.wa.gov/CodeReviser/Bill+Drafting+Guide/)

Washington State Constitution

[www.courts.wa.gov/education/constitution](http://www.courts.wa.gov/education/constitution)

Elected Officials

[www.secstate.wa.gov/elections](http://www.secstate.wa.gov/elections)

Washington Votes

[www.washingtonvotes.org](http://www.washingtonvotes.org)

## Executive and State Agencies

Access Washington

[www.access.wa.gov](http://www.access.wa.gov)

Governor

[www.governor.wa.gov](http://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](http://www.sbe.wa.gov)

Employment Security Department

[www.wa.gov/esd](http://www.wa.gov/esd)

Office of Financial Management

[www.ofm.wa.gov](http://www.ofm.wa.gov)

Department of Fish and Wildlife

<http://wdfw.wa.gov/>

Wash. State Gambling Commission

[www.wsgc.wa.gov](http://www.wsgc.wa.gov)

Department of Health

[www.doh.wa.gov](http://www.doh.wa.gov)

Higher Education Coordinating Board

[www.hecb.wa.gov](http://www.hecb.wa.gov)

Human Rights Commission

<http://www.hum.wa.gov/>

Labor and Industries

[www.lni.wa.gov](http://www.lni.wa.gov)

Department of Licensing

[www.dol.wa.gov](http://www.dol.wa.gov)

Liquor Control Board

[www.liq.wa.gov](http://www.liq.wa.gov)

Lottery Commission

[www.walottery.com](http://www.walottery.com)

Public Disclosure Commission

[www.pdc.wa.gov](http://www.pdc.wa.gov)

Secretary of State

[www.secstate.wa.gov](http://www.secstate.wa.gov)

Sentencing Guidelines Commission

[www.sgc.wa.gov](http://www.sgc.wa.gov)

Social and Health Services

[www.dshs.wa.gov](http://www.dshs.wa.gov)

Supreme Court

[www.courts.wa.gov](http://www.courts.wa.gov)

Department of Transportation

[www.wsdot.wa.gov](http://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 caused 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.



# Parli Pro 102

## **Amending a bill.**

During committee session (or in the 8<sup>th</sup> 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

	Second?	Amendable?	Debatable?	Vote	Interrupt Speaker
<b><u>Privileged Motions (in order of precedence)</u></b>					
To call for the orders of the day	No	No	No	None	Yes
To adjourn	Yes	No	No	Maj.	No
To adjourn to a certain time	Yes	Yes	Limited	Maj.	No
To recess	Yes	Yes	No	Maj.	No
To demand a division	No	No	No	Maj.	Yes
To raise a question of privilege	No	No	No	*	Yes
<b><u>Subsidiary Motions (in order of precedence)</u></b>					
To object to consideration	No	No	No	2/3	Yes
To lay on the table	Yes	No	No	Maj.	No
To call for the previous question	Yes	No	No	2/3	No
To postpone indefinitely	Yes	No	Yes	Maj.	No
To postpone to a definite time	Yes	Yes	Yes	Maj.	No
To refer to committee	Yes	Yes	Yes	Maj.	No
To amend	Yes	Yes	**	Maj.	No
<b><u>Principal Motions (no precedence)</u></b>					
To consider a bill, memorial, or resolution	Yes	Yes	Yes	Maj.	No
To take from the table	Yes	No	No	Maj.	No
To rescind	Yes	Yes	Yes	Maj.	No
To limit debate	Yes	Yes	Yes	2/3	No
	Yes	Yes	No	2/3	No
<b><u>Incidental Motions (no precedence)</u></b>					
Points of order	No	No	No	*	Yes
To appeal the decision of the chair	No	No	**	2/3	Yes
To withdraw a motion	No	No	No	Maj.	No
To ask for the reading of a paper	Yes	No	No	Maj.	No

### 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.

# Position Privilege Chart

Position	Committee Assignment	Committee Speaking Privileges	Committee Voting Privileges	Chamber Assignment	Chamber Speaking Privileges	Chamber Voting Privileges
8th Grade Senate/House		X		X	X	X
Page		X				
Lobbyist/Executive		X			X-restrictions apply. See rules	
Press Corps/Editors		X				
O'Brien House	X	X	X	X	X	X
Cherberg Senate	X	X	X	X	X	X
Representative	X	X	X	X	X	X
Senator	X	X	X	X	X	X
Governor		X				
Secretary of State		X				
Director of Elections		X				
Lt. Governor	X	X	X	X	X	X
President Pro Tem	X	X	X	X	X	X
Speaker of the House	X	X	X	X	X	X
Speaker Pro Tem	X	X	X	X	X	X
Governor's Cabinet		X			X-restrictions apply. See rules	
Budget Director		X			X-restrictions apply. See rules	
Postmaster General		X				
Fair Elec. Comm.	Individuals in	these positions	should follow	the guidelines	of their primary	role
Fiscal Analysts	X	X	X	X	X	X
Attorneys General		X			X-restrictions apply. See rules	
Secretary of the Senate	X	X		X		
8th Grade Senate/House Chair	X	X	X	X	X	X
Chief Clerk of the House	X	X		X		
Parliamentarian	X	X	X	X	X	X
Sergeant at Arms	X	X		X		
Reading Clerk	X	X		X		
Asst. Reading Clerk	X	X		X		
Chaplain	X	X	X	X	X	X
Committee Chair	X	X	X	X	X	X
Committee Vice Chair	X	X	X	X	X	X
Secretary of Cherberg Senate	X	X		X		
Chief Clerk of O'Brien House	X	X		X		
8th Grade Senate/House Clerk	X	X		X		

# 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 too 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

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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 officer 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.

RCW – Revised Code of Washington. A codification of current statutes as enacted and amended.

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.















