



DELEGATION RESOURCE GUIDE

Mississippi Youth & Government
108 Kirkwood Drive, Clinton, MS 39056
(601) 488-4688
(601) 879-4688

<http://www.msyag.org>

email: director@msyag.org

Christopher Lay, *State Director*

Welcome from the Executive Director

Welcome to the Mississippi Youth & Government Program! Our program is designed to introduce students to the ins and outs of state government, while providing them with an opportunity to actively debate issues of state importance, meet new friends, and find the power of their voice. Students will actively participate in public speaking and coalition building. The program promotes leadership through character development, while introducing students to a vast array of ideas.

The caliber of the Mississippi Youth & Government Program is built upon the quality of work and preparation performed by the individual student prior to attending the conference. Our program is an excellent learning situation when students participate to the fullest extent of their abilities. If students are not adequately prepared, they will not enjoy the experience and will inhibit others from enjoying the full benefits of the program.

This resource manual provides the information and guidelines regarding the implementation of the program. The guide will not only walk you through the program, but will also give sample lessons, activities, and other ideas to expand this program into a major part of your civics curriculum.

The following delegation resource manual goes beyond the basic overview and rules provided in the advisor resource manual. This guide will be divided in six sections to help with implementing and managing a club:

1. Youth & Government 101
2. Starting and Managing a Club
3. Month-by-Month Implementation Guide and Sample Meeting Plans
4. Serving as a Delegate
5. Preparing for the Conference
6. Judicial Program
7. Governing Rules and Procedures for the Program

If you have any questions during the year, please do not hesitate to email or call. I look forward to working with each of you in the coming year.

Sincerely,



Christopher Lay
Executive Director
Mississippi Youth & Government

Table of Contents

Welcome from the Executive Director.....	1
Youth & Government 101.....	3
Purpose of the Program.....	3
Our Difference.....	4
Starting and Managing a Club.....	5
Starting a New Club.....	5
Club Organization Standards.....	6
Tips for Conducting Good Club Meetings.....	7
Club Officers and their Duties.....	8
Month by Month Implementation Guide.....	10
Overview of the Program Year.....	10
Warm-Up Activities and Icebreakers.....	12
Lesson Plan 1 : The Power to Persuade.....	14
Lesson Plan 2 : Town Conflict (Leadership Roles).....	19
Lesson Plan 3 : Significance of Individuals to a Movement.....	21
Lesson Plan: Political Ideology Survey.....	28
Lesson Plan: Political Culture and Socialization.....	35
Serving as a Delegate.....	41
General Preparation.....	41
Preparing with Your Delegation.....	43
Working with Other Delegates.....	44
Preparing for the Conference.....	45
Research and Developing your Bill Topic.....	45
Debating.....	51
Governing Rules and Procedures for the Program.....	54
Decorum and Debate.....	54
Motions, Their Meanings and Effect.....	55
Presenting a Bill By Author.....	57
Asking Questions From The Floor.....	58
Cutting Off Debate (Moving the Previous Question).....	58
Objecting to the Call for The Previous Questions.....	58
Calling for a Division.....	59
Presenting Amendments.....	59

Youth & Government 101

So what is Youth & Government you might ask? The Youth & Government program is a simulation of the real government entities. We offer programs that teach state, national and international government systems. Hundreds of high school students each year come together as representatives, senators, lawyers, justices, cabinet members, lobbyists, pages and reporters. They discover who they are – and represent themselves during the process. Students conduct research on the topics they will discuss and debate, learn the rules of a chamber or the courts, work on their public speaking skills and apply this acquired knowledge and skills at the state conference, known as the Youth Legislature

It is noteworthy to point out that the Youth & Government programs are not a one-to-one simulation of the law-making process. The timeframe is radically different (in most cases) than the real work. While the Youth Legislature occurs over four days, it usually takes months or years for bills to get passed or for the Supreme Court to hear a case. However, the fun, challenge, and educational value of the experience is not diminished in the least!

Purpose of the Program

The *purpose* of the program is to bring the workings of government alive to students. It creates a hands-on opportunity for students to discuss current state issues with state administrators, elected officials, and students from schools throughout the state. Club members are extensively trained over a school-year program cycle to fulfill the following roles at the Youth Legislature Conference:

- Officers and Administration are given responsibility for the planning, implementation, and leadership of the conference and must learn parliamentary procedure and the duties such as the Governor, Lt. Governor, Speaker of the House, Clerks, Sgt. at Arms, and Secretaries.
- Legislators must stay up to date on current affairs, learn parliamentary procedure, and bill-writing skills in order to author bills, vote on bills, speak their minds on current events, run for office, and vote for officers.
- Supreme Court Justices learn case law and Judicial Processes in order hear oral arguments from teams of Attorneys and rule on the merits.
- Lobbyists are trained in the process of influencing legislation for the purpose of representing their assigned constituents.
- Pages are responsible for providing a valuable communications link between the legislators.
- Print media keep a careful eye the proceedings by publishing newspapers daily.

It is possible to describe in four broad categories the ways in which Youth & Government educates its participants. **First**, students learn core skills that they can apply to other parts of their lives: they learn to conduct research, build organizational leadership, decision-making, and problem-solving skills, improve their command of language, and learn to better speak, debate, negotiate, compromise, persuade, and listen to others. **Second**, by discussing real world issues, students learn to think (analytically) about these issues as well as about state politics. **Third**, by having to think of the viewpoints of others, students learn about other viewpoints, policy ideas and concerns, and research and debate.

The **fourth** and most important thing Youth & Government does, because the first three sets of skills are achievable by many other ways, is force students to look into another person's eyes, listen to their concerns, understand their differences, and learn how to still lead through compromise. In many ways, Youth & Government prepares individual participants for life through the development of all of these skills, while providing society more knowledgeable, open-minded, and civic-focused individuals who care about others.

Our Difference

There are many notable youth leadership programs across the country; however the Mississippi Youth & Government program is distinctly different. Our program is designed to not only provide a challenging academic experience but to guide students in personal development. The program is framed on the core values of civic responsibility and servant leadership. These values create a culture that while academically engaging; ensure that students leave our program with the understanding of interpersonal skills that are necessary to succeed in their future endeavors.

Students have the opportunity to participate in servant leadership. They not only receive procedural training but leadership sessions focused on connecting delegates to the four core values. Participants in the program can expect to grow personally while debating current issues-this is the Youth and Government difference.

While it is not easy to measure the impact that Youth & Government has had upon the hundreds of teenagers involved annually, there is reason to believe it is significant. Countless numbers have pointed to Youth & Government as a turning point in their career exploration of such fields as politics, law, education, and social services. For others, the experience confirmed their career plans and enabled them to continue studies with increased interest and confidence. A recent study found that Youth & Government graduates are 30% - 60% more likely to report involvement in civic affairs than the general population (1046 Alumni from 1977-2001 conducted by Indiana University/Purdue University – Indianapolis (IUPUI)). The evidence was overwhelming that our Alumni are more highly engaged citizens.

Beyond their value to the teen participants, Youth & Government sessions have influenced the *real* legislative process as well. Dozens of bills passed by Mississippi youth legislators have subsequently been passed into law by adult legislators with relatively little change to their content and concept. Seat Belt Laws, Highway Striping, Motorcycle Helmet Laws, Railroad Crossing Laws, and many more were first passed by students.

The **goals** of the program include:

1. Understanding formal and informal government structures;
2. Actively participating in the legislative, judicial, executive, and political processes;
3. Enriching the formal education process with realistic learning experiences;
4. Becoming aware of societal issues and problems and their solutions;
5. Developing confidence in and dedication to the democratic process;
6. Learning participative leadership skills;
7. Appreciation for differing points of view;
8. Gaining communication skills;
9. Learning accountability and respect for others' rights;
10. Applying moral and ethical valuing processes to public policy making;
11. Providing career exposure opportunities for teens;
12. Understanding and accepting the concept of "Servant Leadership" over power-based models.

Starting and Managing a Club

Starting a New Club

First, congratulations for wanting to take the step in creating a Youth & Government club! Many caring adults have taken the same step as you are considering. To get started, you need four things:

1. **Commitment to the Program**

Clubs that have the support of their school administrations are more likely to be successful. Three of the biggest challenges advisors have are internal paperwork requirements, securing funding, and arranging transportation. With the support of your administration, these three challenges will be reduced – if not eliminated.

To help develop a commitment to the program, a member of the program staff would be more than willing to meet with members of your administration. Contact the program office and we can schedule a visit to your school.

2. **Place to Meet**

The most successful clubs have regular meetings in preparation for the Youth Legislature Conference. Most delegations meet at their school. Others clubs have arrangements to meet at their town hall, community centers, library, local YMCA or even in the basement of churches or other non profit organizations.

When trying to secure a meeting place, keep in mind its accessibility and availability. You will want a meeting place your students can easily get to and find. Additionally, you need a place that you can have every week at the same time for your regular meeting place.

3. **Advisors**

An advisor that is dedicated to the program is essential to the success of the group. The advisor should be someone 21 years of age or older, available for the weekly meetings, accessible to students (on student hours), and able to motivate them.

It helps to have a few advisors to help out as volunteers. The program office maintains a list of program alumni in the region, and would be happy to connect you with any alumni in your area who could volunteer to help you start up your delegation.

4. **Students**

Identifying the students is also very important to the program's success. The ideal students to start a club with are those interested in public policy, government, debating, or law. Although there is no model student for the program, these students generally are most interested – and are the leaders of their schools (which helps with recruitment). The student leaders for your club at the beginning should be outspoken, friendly, and responsible individuals who are willing to work.

You can find your initial student members from leadership clubs at their school, seeking out the student council, talking with guidance counselors / English / Social Studies teachers,

reaching out to the service clubs in your community, and speaking with members of the clergy in the community.

It is very important that you speak with the program staff during the club start-up process. We are here to help you every step of the way. Feel free to call or e-mail us at any time!

Club Organization Standards

The following organization standards are provided not as steadfast rules, but as guides to help maximize the student learning experience. The best experience is based on membership in a group (club) for youth between the ages of 12 to 18. *(Hint: make an effort to balance membership between grades to ensure the longevity of the program and reduce class dominance. There is nothing wrong with having multiple clubs within one larger school!)*

- A caring adult role model, preferably a volunteer, works with the group of teens. (In most cases, especially when first starting a club, the advisor is a school teacher. However, any adult that has the school's approval may serve as the club advisor).
- The group meets regularly for an extended period of time – both before and after the conference weekend. There are incentives and opportunities for continued involvement beyond that time frame. *(Hint: the journey is more important than the destination; growth opportunities occur through regular interactions at club meetings.)*
- The group's activities lead up to at least one major event involving teens from other areas *(Hint: the Youth Legislature and Model United Nations Conferences are built in as this opportunity but do not stress this as the reason to be in the club. It is a goal to achieve but still only one component.)*
- All activities address at least one of the four goals of Youth & Government leadership programs: **leadership training, personal growth, service to others, and social development.** *(Hint: the growth process enabled by Youth and Government should include more than just a government-based curriculum.)*
- Teens assume responsibility for planning their own activities under the supervision of caring adult role models. *(Hint: train the officers as SERVANT LEADERS, mentor them regularly, and trust them to run the club).* This includes raising money to help pay the direct costs of the program. *(Hint: there are life lessons to be learned when a student must take responsibility for their own participation.)*

Tips for Conducting Good Club Meetings

1. Involve Members

- INVOLVEMENT equals RESPONSIBILITY.
- The more involved one becomes in a project or organization, the greater responsibility one feels for its success.
- Involve club Officers in the club's operation.
- Involve members in club meetings instead of just allowing them to be "spectators".
- Ask members to help with projects instead of waiting for them to volunteer.

2. Plan Club Meetings in Advance

- Hold a monthly Executive Committee meeting to finalize plans for that month's activities and meeting.
- Hold short weekly check meetings with Executive Committee.

3. Write Your Agenda

- Write an outline of what is to be accomplished during the club meeting. This will display confidence and earn you respect from the members. (BE PREPARED!)

4. Plan a Variety of Programs

- Plan some fun meetings where the program may be a club outing or party. Plan speakers, videos, etc. that meet the deeper needs and interests of club members.
- Explore the resources of the school and community.

5. If club members complain that other members are unruly, don't pay attention, or talk during business meetings, it may be that the following is happening:

- The Presiding Officer does not have a written agenda.
- The decision the club is asked to make is really one that the Executive Committee or the President should make.
- There is insufficient information collected in advance so the club members cannot make a sound decision.
- The Club President or Officers have made a decision in which the club members should have shared.
- There are too many items on the agenda.
- When a new item of business requiring heavy debate is presented from the floor, the Presiding Officer permits immediate discussion on it rather than referring it to a committee for consideration at the next meeting.

Club Officers and their Duties

The following offices are recommended along with suggested duties:

PRESIDENT

1. Plans the agenda for club and Executive Committee meetings in consultation with the club advisor.
2. Presides at club and Executive Committee meetings:
 - a. Sets the climate by being friendly and permissive, yet businesslike and guiding;
 - b. Leads discussion and debate without taking sides;
 - c. Knows how to control the behavior of members in a firm but democratic manner.
3. Informs all club members about activities of the Executive Committee.
4. Appoints ad hoc committees to accomplish specific tasks as needed, and monitors and supports their work.
5. Coordinates all club functions and activities in regular consultation with the club advisor, the other club officers, chairpersons of ad hoc committees, and as necessary, with school and Program officials.
6. Serves as the club delegation leader for statewide events.
7. Has complete understanding of state-wide programs and makes certain club responsibilities are met by the deadlines.

VICE PRESIDENT

1. Works in partnership with the president and is prepared to assume the duties of that office if necessary.
2. Serves as alternate club delegation leader.
3. Invites resource persons to club discussions and debates as decided by the group, and makes certain they understand the specific assistance needed.
4. Is certain that guest resource persons are properly welcomed, courteously treated and properly thanked for their service to the club.
5. Handles various details of program arrangements as necessary.
6. May accept responsibility for club publicity efforts and news releases. (The president may choose to appoint a publicity committee)

SECRETARY

1. Keeps accurate minutes of Executive Committee and club business meetings.
2. Handles official club correspondence.
3. Maintains the club roster and attendance record.
4. Working in consultation with the club advisor, prepares and submits all registration forms, bills and other materials to the State Office by the deadlines announced.
5. Works with the club treasurer to arrange for the payments of the annual club registration dues and fees for state-wide programs.

TREASURER

1. Collects and deposits all funds and pays all club expenses, working in consultation with the club advisor.
2. Maintains accurate bookkeeping procedures, recording the specific source and amount of all income and expense items.
3. Presents a monthly finance report to the Executive Committee and club.
4. Works with the secretary to be certain the annual club registration dues and all fees for state-wide events are paid by the deadlines.
5. Serves as chairperson of the club fund raising committee. The president may appoint the members of this committee. All club members work in fundraising projects.

PARLIAMENTARIAN

1. Serves as resource to the Executive Committee and club in the rules of parliamentary procedure. Is alert to deviations from these rules and informs members of correct procedure.
2. The president may appoint this officer to chair the group that is responsible to develop bylaws, and in successive years, to review this document and revise it as necessary.
3. Interprets the bylaws as necessary during club meetings.

CHAPLAIN

1. Opens Executive Committee and club meetings with a message or reading of an inspirational or introspective nature. The club may choose to open meetings with prayer and/or the pledge of allegiance to the Flag.
2. Serves as the Club Ethicist, an initiator of concern for human values and ethics throughout all club activities, and keeps the meaning of freedom with its demand for intellectual honesty and personal responsibility a continuing subject of concern and application.
3. Maintains a special concern that all members of the club are treated equally, have equal opportunity to express opinions and equal opportunity to participate in all club activities. Share observations of inequity with the Executive Committee and other members when necessary. Discuss serious concerns with the club advisor.

DELEGATION LEADER

As indicated, the club president serves as the delegation leader and the vice president serves as alternate. The individual in this position is the club delegation voice at the conferences convention, assists the delegation advisor at the conference. They can serve as a vital link between the students and the advisor, as well as taken a good deal of the work load off of the advisor.

Alternative Offices

Large Clubs may choose to add officer positions in order to accommodate their needs. Such positions include, but are not limited to, Bill Writing Coordinator, Research Coordinator, Administrative Assistant, Historian, Photographer, Service Learning Coordinator, etc.

On the other hand, smaller clubs may need to consolidate positions like Treasurer/Secretary, Parliamentarian/Chaplain, etc.

Month by Month Implementation Guide

In this section of the manual you will be given a guide of what to do in the months leading up to the Youth and Government Conferences. The key is to keep the students learning while also making sure they have fun. If the students stop having fun they will lose interest in the program, and possibly worse, will work against your recruiting efforts in making sure that their friends don't try the program either.

The first part will provide a summary of what you should attempt to accomplish during that part of the program year. The second part will provide warm-up activities to open delegation meetings. The final part will contain lesson plans to be implemented during the program year developed by Conference staff, Target, and the University of Virginia Center for Politics. That said, enjoy preparing your students for the Mississippi Youth & Government Program!

Sample Overview of the Program Year

September

- i. Formation/Group Building
- ii. Club Officer Elections/Training
- iii. Speech Writing/ Bill Writing Techniques
- iv. Fund Raising Planning/Conference Role Selection

October

- v. Current Events Discussion/Bill Topic Selection
- vi. Bill Submission and Review
- vii. Effective Debating/Rules for Debate (Parliamentary Procedures)
- viii. Procedure Review/Mock Session

November

- ix. Parliamentary Procedure/Final Conference Details
- x. Youth Legislature Conference
- xi. Model United Nations Preliminary Meeting

December

- xii. Country Delegation Selection/World Court Selection
- xiii. Current World Events Discussion/Country Research
- xiv. Select Proposal Topics/Current World Events Discussion
- xv. Native Dress/Festival Of Nations Displays

January

- xvi. Proposal Writing
- xvii. Rules for Debate (Parliamentary Procedures)
- xviii. Mock Session
- xix. Parliamentary Review
- xx. Begin selection for Summer Leadership Institute

February

- xxi. Policy Statements
- xxii. Final Details/Parliamentary Review
- xxiii. Model United Nations Conference
- xxiv. Selection for Junior Youth Assembly Participants
- xxv. Submit Selections for Summer Leadership Institute

March

- xxvi. Speech Writing/Bill Writing Techniques
- xxvii. Bill Writing/Bill Submission
- xxviii. Effective Debating/Rules for Debate (Parliamentary Procedures)
- xxix. Practice Debates
- xxx. Junior Youth Assembly Conference

April

- xxxi. Review of the Year
- xxxii. Planning for next year
- xxxiii. Club awards selection

May

- xxxiv. End of Year Banquet or Social Event
- xxxv. Elections for New Year (or wait until the fall)

June

July

- i. Summer Leadership Institute

Warm-Up Activities and Icebreakers

Guess my story!

Ask for three volunteers to come to the front of the class. Have each participant face the group, strike a pose and freeze. Now, ask the group to write a sentence about the first person, using the pose and the person's expression to create the sentence. Then do the same thing for the next two students. Here's an example: Henry, Tara and Elise come to the front. Henry is in a chair, hand by chin and frowning. Tara is standing up, arms outstretched and laughing. Elise is slumped in a chair, looking asleep. In the large group, the story is: Henry had an incredibly hard math problem for homework. Tara jumped for joy when she solved the problem. Elise thought about it but it was so hard she just fell asleep in her chair. Note: Facilitator can vary this activity by having more kids pose, or chain groups of students together to make a longer "story."

Pass the ball!

Facilitator has the participants form a large circle. Explain that the object of this activity is to share something about yourself with the group while learning about other's interests. Facilitator begins with the ball, shares something about herself, then tosses the ball to another person. That person shares something and tosses the ball to another until everyone has had a turn. Last person tosses the ball back to the facilitator.

Now the facilitator starts again, this time the person with the ball has to share information about the last one who tossed the ball. Facilitator begins by repeating the last person's information with the group. Facilitator tosses the ball to another and that person has to share information about the facilitator, and so on until all have had a turn.

Guess the letters to fill in the phrase

On a blackboard, whiteboard or large sheet of paper, draw out the blanks (as for a game of hangman) for: T-O-G-E-T-H-E-R W-E C-A-N! Tell the learners that it is a phrase. In order to be able to guess a letter, participants must share something about themselves that they wrote on the "Not everyone knows that..." sheet. As the participants share more information about themselves, they are able to guess more letters and complete the phrase: Together we can!

Famous Pairs

Tape names of famous pairs and couples on the teens' backs. They have to find the teen that completes their pair by asking each other yes and no questions.

Human Lines:

Have the participants line up according to some criteria, but without talking. It could be according to the alphabet, length of membership, or height. Allow two minutes for the participants to gather information before starting the introductions.

Name Whip:

Have the group sit in a circle. (Not recommended for groups over twenty.) Each participant will introduce themselves by saying their name and a word using the first initial of their first name. The topic from which the word is based is flexible. The facilitator would start by asking the group to think of a favorite food item, or some other topic, that begins with the first letter of their first name. Each person will be responsible to remember the names and matching items for every person that precedes him or her in the circle. The whip ends when the last person in the circle names everyone

in the room and the item they like. The facilitator should then ask if anyone in the group can name everyone in the circle and the item they liked.

Scavenger Hunt:

Have each participant write down their name and an obscure fact about themselves that few people know about. These are then typed up on a sheet of paper, but with the names left blank. Hand out the sheets to all the participants and tell them that they are to match the obscure facts with everyone's name. This could be done in two ways, one way is to have everyone just guess and see how many they get right. Afterwards they could discuss first impressions and stereo typing. The second method is to have everyone work on the sheet throughout the meeting, week, or until next meeting and offer a prize to the person with the most correct answers. If there is a tie, have a run off to see who can remember the most without looking at his or her sheet.

Take As Much As You Think You'll Need:

Props: M & M's, peanuts, a roll of toilet paper, Skittles or anything else with lots of pieces (choose one) and small cups.

To begin, the leader passes around the bowl of M & M's or the roll of toilet paper. Each person is given the instructions to "Take as much as you think you will need." No further instructions are given until each person has received their M & M's. Once everyone has some, the first person begins by telling one thing about himself for each M & M or piece of toilet paper they have taken. When the first person has finished, you move on to the next person in the group. As an interesting twist, and to be sure that you find out some different information on each person, you may give each color M&M a different meaning or category. We suggest the following: (example using Skittles)

Red: personal information (name, major, school, age)

Yellow: family information (parents, brothers, sisters, pets)

Orange: free category- use it to say something fun about yourself or you don't have to say anything

Green: dating experience (favorite date, worst date, significant others)

Purple: hobbies, other interests (sports, dancing, talents)

Lesson Plan 1 : The Power to Persuade

Purpose: The purpose of this lesson is to help students develop public speaking skills. Students will be asked to analyze the content of their bills, prepare oral presentations, and make modifications based on peer and teacher feedback. Completed student-authored bill is a pre-requisite of this lesson.

Key Words:

constituent
legislation
persuasive speech

Materials Provided:

- 1) Handouts
 - a) *Developing Your Powers of Persuasion*
 - b) *Selling Your Bill*
 - c) *Peer Feedback Form*
- 2) Copies of congressional speech: Senator Charles Robb of Virginia

Procedure:

- 1) **Warm Up:** Working individually or in small groups have students complete *Developing Your Powers of Persuasion*. This should help students think about strategies to use in persuasive speaking.
- 2) Students may begin this lesson after completing the final draft of their legislation.
- 3) Ask students to read through the lesson, *Selling Your Bill*. Questions and activities are included with this lesson and students should be directed to complete those.
- 4) Students may work on this lesson in class individually or with a partner. This lesson can also be completed outside of class time.
- 5) At the conclusion of the lesson, students should be directed to begin work on their class presentation. Five to eight minutes per presentation gives the student(s) time to provide background information, explain the core of their bill and to answer questions by their peers. Students may work in small groups to evaluate one another's speeches using the attached peer feedback form.

Developing Your Powers of Persuasion

Read each of the following situations carefully. Record your answers to each of the questions and be prepared to share your responses with your classmates.

Situation One: You and your classmates would like your school to sponsor a trip to Washington, DC. How can you persuade your principal that this trip is a good idea?

- *What are two objections your principal might have to this trip?*
- *How can you respond to each of these objections?*

Situation Two: You notice a group of classmates teasing and harassing a much younger student. This student is clearly getting very upset. How can you persuade them to stop?

- *What are two negative reactions your classmates might have to your intervention?*
- *How can you prevent such negative reactions?*

Situation Three: You and a group of friends would like to go to a movie on Saturday night. You don't have a car of your own, but sometimes your parents let you borrow theirs. How will you persuade your parents to let you borrow the car?

- *What are two reasons your parents might give for you not using the car?*
- *How can you be prepared to address each of these concerns?*

Based on these situations, what are three ways anyone giving a persuasive speech can prepare?

Selling Your Bill Public Speaking Guidelines

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 aides 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
 - o Does it make sense?
 - o Is it persuasive?
 - o Is your message clear?

- ~ Read the speech given by former Virginia Senator Chuck Robb and answer the following questions.
 - o How does he begin the speech and why is his approach effective?
 - o What type of persuasive language does he use in his speech?
 - o 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.

Vary

~ 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

Your

Voice

~ 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.

Peer Feedback Form

Use the form below to help your classmate improve his or her speech. Remember to be brief, be positive, and be constructive!

Content: Did your peer increase your understanding of this issue? What additional information would have been persuasive?	
Voice: Did your peer use varied tone? Did the pace of the speech make it easy to follow? Could you understand each word of the speech?	
Body Language: Did your peer seem confident and relaxed? Did your peer make eye contact?	
What additional information would you like to share?	

Lesson Plan 2 : Town Conflict (Leadership Roles)

The following role-play scenario has four different sides or viewpoints. Students are assigned to one of these viewpoints and act it out in context with the other three in a small group setting.

Some of the roles embody leadership qualities, other roles thwart the leader. Following the role play, the large group will discuss the various ways in which participants were/were not leaders.

First, have participants number off 1 to 4. Give them each a copy of the role-play instructions on the following pages for their number **ONLY** (they should not read the instructions for the other numbers.) Then have all 1's move to one area of the room, 2's to another area and so on. Facilitator goes to each group to explain to them about their specific character. The groups of same numbers spend the next 5–10 minutes practicing their character with each other. After 5–10 minutes, the class moves back into their original 1–2–3–4 group to enact the role play for the large group.

Note: Each number group is unaware of the instructions given to the other groups. In other words, 1's do not know what the 2's are representing, 2's do not know what the 3's are representing and so on.

Number off participants

- 1's—the mayor of the town
- 2's—the town citizen
- 3's—the land developer
- 4's—the city attorney

Role-play scenario: A small town is faced with a difficult decision: to allow a high-rise apartment to be built which will close a strip mall and take land away from a park. The land developer and construction company employ several townspeople and are depending on this contract to keep everyone working. If the high-rise is built, the small strip mall will be demolished and the small businesses will have to close. The park is an ideal location for kids to enjoy themselves and there is a group of citizens who wish to build a skate park for the children. What will be the outcome of this situation?

Copy and distribute the next section so that each person receives a paper with only one of the number role's instructions according to the role they are playing. **DO NOT ALLOW EACH PLAYER TO SEE THE INSTRUCTIONS GIVEN TO THE OTHER PLAYERS.** They can all know the identity of the four characters, but the instructions are secret!

1: You are the mayor. You are seeking re-election and don't want anything to risk losing the election. You avoid controversy in any way possible; you do not want to do anything to anger any group. You do not show leadership qualities. You are indecisive and try to pass everything over to the city attorney.

2: You are a citizen of the town. There is a park next to your neighborhood that is slated for a high-rise development for senior citizens, a convenience store, a strip mall and a coffee shop. You do not want anything built there because you want the park to be a city park developed with a skate park for the children of the community. You are leading a group of citizens

against this development. You are to show at least three characteristics of being a leader such as confidence, decisiveness, good attitude, respect for others, etc.

3: You are a land developer. You have deadlines to meet and 20 people on your payroll. You do not have time for delays. As far as you're concerned, the mayor gave you the okay and supports you, and now he is backing down. You are to show at least three characteristics of being a leader such as confidence, decisiveness, good attitude, respect for others, etc.

4: You are the city attorney. There is a legal problem because the mayor did not clear the land through all the proper channels, and as far as you're concerned, the land deal is not approved. Your job is to make certain the law is followed. Do not display leadership qualities. Keep repeating that the mayor has to resolve this, it's his problem, not yours.

Lesson Plan 3 : Significance of Individuals to a Movement

Purpose: The purpose of this lesson is to demonstrate to students that social and political movements, as large as they often seem, cannot take place without the leadership and example of individual participation. The overhead provided will use the examples of Frederick Douglass, Mohandas Gandhi, Cesar Chavez and Rosa Parks to illustrate this point.

Objectives:

1. Students will learn how Frederick Douglass, Mohandas Gandhi, Cesar Chavez and Rosa Parks provided the necessary leadership skills for a successful political or social movement.
2. Students will answer questions about the importance of individuals to a movement based on their learning or readiness level.

Key Words:

nonviolent resistance	bus boycott	labor union
migrant worker	abolition	emancipation
integration	segregation	

Materials:

1. Overhead of *The Significance of Individuals to a Political or Social Movement*.
2. *Bloomed Questions* handout
3. Primary source material on each individual

Procedure:

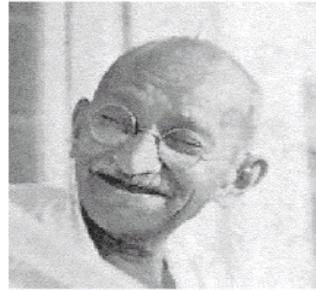
1. Warm-up: Place the transparency on the overhead and use it to introduce students to four pivotal civil rights leaders. Use these four individuals to guide students chronologically through the civil rights movement.
2. Divide students into four teams and ask them to read primary sources provided for Douglass, Chavez, Parks or Gandhi. (You may want to group students by reading levels since some documents are more complex than others.)
3. After reading the primary resources, students may answer *Bloomed Questions* as a class, in small groups, or independently. Questions are tiered and designed for teachers to distribute among students based on their learning styles or readiness levels.

The Significance of Individuals to a Political or Social Movement



Frederick Douglass

His tireless support of abolition influenced others, particularly Lincoln, to support freeing the slaves.



Mahatma Gandhi

His quiet manner and nonviolent resistance led to India's independence from Britain and later influenced Martin Luther King's protest tactics.



Cesar Chavez

His leadership of Mexican-American migrant workers resulted in a nationwide boycott of grapes and ultimately to a political respect for the Latino community in U.S. politics.



Rosa Parks

Her refusal to give up her seat to a white man on a Montgomery bus inspired a city boycott of the buses and more importantly sparked the civil rights movement.

Frederick Douglass (aprox.1817 – 1895)

- Excerpt from *My Slave Experience in Maryland*, a speech by Frederick Douglass before the American Anti-Slavery Society, May 6, 1845

“ . . . I ran away from the South seven years ago – passing through this city in no little hurry, I assure you – and lived about three years in New Bedford, Massachusetts, before I became publicly known to the anti-slavery people. Since then I have been engaged for three years in telling the people what I know of it. I have come to this meeting to throw in my mite, and since no fugitive slave has preceded me, I am encouraged to say a word about the sunny South. I thought, when the eloquent female who addressed this audience a while ago, was speaking of the horrors of Slavery, that many an honest man would doubt the truth of the picture which she drew; and I can unite with the gentleman from Kentucky in saying, that she came far short of describing them.

I can tell you what I have seen with my own eyes, felt on my own person, and know to have occurred in my own neighborhood, I am not from any of those Sates where the slaves are said to be in their most degraded condition; but from Maryland, where Slavery is said to exist in its mildest form; yet I can stand here and relate atrocities which would make your blood to boil at the statement of them. I lived on the plantation of Col. Lloyd, on the eastern shore of Maryland, and belonged to that gentleman’s clerk. He owned, probably, not less than a thousand slaves . . .

We don’t ask you to engage in any physical warfare against the slaveholder. We only ask that in Massachusetts, and the several non-slaveholding States which maintain a union with the slaveholder – who stand with your heavy heels on the quivering heart-strings of the slave, that you will stand off. Leave us to take care of our masters. But here you come up to our masters and tell them that they ought to shoot us-to take away our wives and little ones- to sell our mothers into interminable bondage, and sever the tenderest ties. You say to us, if you dare to carry out the principles of our fathers, we’ll shoot you down. Others may tamely submit; not I. You may put the chains upon me and fetter me, but I am not a slave, for my master who puts chains upon me, shall stand in as much dread of me as I do of him. I ask you in the name of my three millions of brethren at the South. We know that we are unable to cope with you in numbers; you are numerically stronger, politically stronger, than we are- but we ask you if you will rend asunder the heart and (crush) the body of the slave? If so, you must do it at your own expense.

While you continue in the Union, you are as bad as the slaveholder. If you have thus wronged the poor black man, by stripping him of his freedom, how are you going to give evidence of your repentance? Undo what you have done . . .”

Foner, Philip S., *Frederick Douglass - Selected Speeches and Writings*, International Publishers, 1999.

Other Resources:

<http://odur.let.rug.nl/~usa/usa.htm>

Mohandas Gandhi (b.1884 – d.1941)

- Two excerpts are submitted below. Excerpt one is briefer and more direct and may be easier for students with weaker reading abilities to digest. The second excerpt is a letter to President Roosevelt and will be more challenging for students to read.

<http://www.mkgandhi.org/sfgbook>

Non-Violence

425. The world is weary of hate. We see the fatigue overcoming the Western nations. We see that this song of hate has not benefited humanity. Let it be the privilege of India to turn a new leaf and set a lesson to the world. –IV, I66.

426. In the past, non-co-operation has been deliberately expressed in violence to the evil-doer. I am endeavoring to show to my countrymen that violent non-co-operation only multiplies evil and that as evil can only be sustained by violence, withdrawal of support of evil requires complete abstention from violence. Non-violence implies voluntary submission to the penalty for non-co-operation with evil. –YI, 23-3-22, I68.

427. I am not a visionary. I claim to be practical idealist. The religion of non-violence is not meant merely for the rishis and saints. It is meant for the common people as well. Non-violence is the law of our species as violence is the law of the brute. The spirit lies dormant in the brute and he knows no law but that of physical might. The dignity of man requires obedience to a higher law-to the strength of the spirit.

I have therefore ventured to place before India the ancient law of self-sacrifice. For satyagraha and its off-shoots, non-co-operation and civil resistance, are nothing but new names for the law of suffering. The rishi9s, who discovered the law of non-violence in the midst of violence, were greater geniuses than Newton. They were themselves greater warriors than Wellington. Having themselves known the use of arms, they realized their uselessness and taught a weary world that its salvation lay not through violence but through non-violence. –YI, II-8-20, Tagore, 7I2.

Excerpt Two ~ Letter to President Roosevelt from Gandhi

+<http://www.mkgandhi.org/letters/index.htm>

Dear friend,

I twice missed coming to your great country. I have the privilege [of] having numerous friends there both known and unknown to me. Many of my countrymen have received and are still receiving higher education in America. I know too that several have taken shelter there. I have profited greatly by the writings of Thoreau and Emerson. I say this to tell you how much I am connected with your country. Of Great Britain I need say nothing beyond mentioning that in spite of my intense dislike of British rule, I have numerous personal friends in England whom I love as dearly as my own people. I had my legal education there. I have therefore nothing but good wishes for your country and Great Britain. You will therefore accept my word that my present proposal, that the British should unreservedly and without reference to the wishes of the people of India immediately withdraw their rule, is prompted by the friendliest intention. I would like to turn into goodwill the ill will which, whatever may be said to the contrary, exists in India towards Great Britain and thus enable the millions of India to play their part in the present war. My personal position is clear. I hate all war. If, therefore, I could persuade my countrymen, they would make a most effective and decisive contribution in favour of an honourable peace. But I know that all of us have not a living faith in non-

violence. Under foreign rule however we can make no effective contribution of any kind in this war, except as helots.

The policy of the Indian National Congress, largely guided by me, has been one of non-embarrassment to Britain, consistently with the honourable working of the Congress, admittedly the largest political organization of the longest standing in India. The British policy as exposed by the Cripps mission and rejected by almost all parties has opened our eyes and has driven me to the proposal I have made. I hold that the full acceptance of my proposal and that alone can put the Allied cause on an unassailable basis. I venture to think that the Allied declaration that the Allies are fighting to make the world safe for freedom of the individual and for democracy sounds hollow so long as India and, for that matter, Africa are exploited by Great Britain and America has the Negro problem in her own home. But in order to avoid all complications, in my proposal I have confined myself only to India. If India becomes free, the rest must follow, if it does not happen simultaneously. In order to make my proposal foolproof I have suggested that, if the Allies think it necessary, they may keep their troops, at their own expense in India, not for keeping internal order but for preventing Japanese aggression and defending China. So far as India is concerned, we must become free even as America and Great Britain are. The Allied troops will remain in India during the war under treaty with the free Indian Government that may be formed by the people of India without any outside interference, direct or indirect. It is on behalf of this proposal that I write this to enlist your active sympathy. I hope that it would commend itself to you. Mr. Louis Fischer is carrying this letter to you.

If there is any obscurity in my letter, you have but to send me word and I shall try to clear it. I hope finally that you will not resent this letter as an intrusion but take it as an approach from a friend and well-wisher of the Allies.

I remain,

Yours sincerely,
M.K. GANDHI

Cesar Chavez (b.1927 - d.1993)

+ <http://www.incwell.com/Biographies/Chavez.html>

Website featuring biography on Cesar Chavez

+ http://www.sfsu.edu/~cecipp/cesar_chavez/apostle.htm

Website including an interview with Cesar Chavez in May of 1970

An excerpt follows below.

Observer: ...*Why do you insist on non-violent means in this struggle?*

Chavez: Our conviction is that human life and limb are a very special possession given by God to man and that no one has the right to take that away, in any cause, however just. We also find that violence is contagious; it is uncontrollable. If we use it, then the opposition is going to respond in kind and it is going to be escalated.

Also we are convinced that non-violence is more powerful than violence. We are convinced that non-violence supports you if you have a just and moral cause. Non-violence gives the opportunity to stay on the offensive, which is of vital importance to win any contest. Suppose we are striking and the opponent appears to be getting the best of us and we resort to violence. Then he will bring in other forces and one of two things happens: violence has to be escalated, or there is total demoralization of the workers. Non-violence works in exactly the opposite manner: when for every violent action committed against us, we respond with non-violence, we tend to attract people's support; we have a chance of attracting other people

who are not involved because they are workers, but are involved because they have a conscience and because they would rather see a non-violent solution to things.

Rosa Parks (b.1913-)

- Two excerpts are provided below. One introduces students to Rosa as she reflects on her life during a current interview and the other blends literature with civics as students study a poem about Rosa Parks by acclaimed poet Rita Dove.

Interview with Rosa Parks (February 1997) An excerpt follows below.

<http://teacher.scholastic.com/rosa/rosatran.htm>

Have you ever faced something that you thought you couldn't stand up to?

"I can't think of anything. Usually, if I have to face something, I do so no matter what the consequences might be. I never had any desire to give up. I did not feel that giving up would be a way to become a free person. That's the way I still feel. By standing up to something we still don't always affect change right away. Even when we are brave and have courage, change still doesn't come about for a long time."

Rosa by Rita Dove

How she sat there,
the time right inside a place
so wrong it was ready.

The trim name with
its dream of a bench
to rest on. Her sensible coat.

Doing nothing was the doing:
the clean flame of her gaze
carved by a camera flash.

How she stood up
when they bent down to retrieve
her purse. That courtesy.

Dove, Rita, *On The Bus With Rosa Parks* W.W. Norton and Company, 1999.

Bloomed Questions: The Significance of Individuals to a Movement

Questions are tiered and designed for the teacher to distribute among students based on their learning styles or reading readiness levels. All students are expected to answer the knowledge and comprehension questions and then the teacher can determine which students work with the remaining questions and activities.

Knowledge:

- What is the name of the leader you are studying?
- What cause is the leader championing?

Comprehension:

- How does the leader feel about violent vs. non-violent intervention to promote his/her cause?

Application:

- Given what you've read about this individual, how would he/she respond to today's violence on television? Would he/she support censorship?
- Read the first amendment of the constitution. How would this individual interpret the first amendment as it relates to media violence?

Analysis:

- Describe leadership qualities you admired in the leader your studied. Read background information on a second leader from this lesson and compare their leadership skills. How are their personalities similar? How are they different?
- Describe life experiences that inspired the leader to fight for his/her cause.

Synthesis:

- Think about the leadership qualities each of these individuals possessed and their unique life experiences that inspired their passion for their cause. Based on this information, create a brief biography or character sketch for the ideal leader to fight for one of the causes listed below:

Literacy Programs

Health Care Reform

Affirmative Action

Lesson Plan 4 : Political Ideology Survey

Purpose: Students very often have little understanding of the meaning of ideological terms. While these terms are often vague and elusive to adults as well, it is possible through this survey and the subsequent two lessons for students to glean a sophisticated comprehension.

Objectives:

1. The student will examine her/his political beliefs.
2. The student will explain the difference between liberal and conservative political points of view.
3. The student will discern the significance of political ideology in examining political issues.

Key Words:

liberal	Second Amendment
conservative	ideology/political ideology

Materials:

1. Blackboard and copies of the handout *Ideological Survey*.
2. Sample editorials posted with this lesson:
 - a. *Gun Control Isn't Crime Control*
 - b. *Smith and Wesson accepts Gun Safety Pact*
 - c. *Janie's Got a Gun*
3. Copy of the Second Amendment

Procedures:

1. Create five columns on the board, labeling them as follows from left to right: "strong liberal," "moderate liberal," "moderate," "moderate conservative," and "strong conservative." Ask students to characterize themselves as one of the five without your explaining the meaning of the terms and tally their responses under each column.
2. Distribute the Student Handout *Ideological Survey*. Ask students individually to respond to each of the statements on the survey by placing a "A" for agree or "D" for disagree in the column labeled "agree/disagree." Students should write nothing yet in the column labeled "L/C."
3. After the students have completed the survey, go through the survey with them and reveal which statements are conservative and which are liberal using the list below. As you read through the list, have the students code their responses by placing an "L" for liberal and a "C" for conservative according to the nature of their response. For instance, if a student responds to a conservative statement with "A" then she/he should place a "C" in the last column. If responding to the same statement with an "D" the student would place and "L" in the column.

1. C	6. L	11. L	16. L	21. C
2. L	7. L	12. C	17. C	22. L
3. C	8. C	13. L	18. C	23. L

4. C	9. C	14. C	19. L	24. L
5. C	10. L	15. L	20. C	25. C

4. After the students have coded their responses, ask them to characterize themselves again as “strong liberal,” “moderate liberal,” “moderate,” “moderate conservative,” and “strong conservative,” but this time according to the following scheme.

21-25 Liberal responses	=	Strong Liberal
16-20 Liberal responses	=	Moderate Liberal
21-25 Conservative responses	=	Strong Conservative
16-20 Conservative responses	=	Moderate Conservative
10-15 of either responses	=	Moderate

5. Chart the students’ responses on the board underneath the earlier tally. If there is a change, ask students to theorize about what may have caused the change.
6. Explain to the students that any ideological survey is imperfect in that it is not sophisticated enough to cover the entire gamut of a political belief system, and that they should continue to examine and hone their political beliefs.

Evaluation:

1. Use the attached matching quiz in which students must identify certain statements as liberal or conservative.
2. Ask students to find a newspaper editorial and analyze it for liberal or conservative ideology.
3. Have students write an essay theorizing why some students had a different ideology profile after the survey than before.
4. Ask students to read the following editorials featuring opinions about the right to bear arms guaranteed in the second amendment. (Attached)
+ *Gun Control isn’t Crime Control*
+ *Smith and Wesson Accepts Gun Safety Pact*
+ *Janie’s Got a Gun*
5. After reading the editorials, ask students to explain how they relate to the second amendment of the constitution. Does the author support the 2nd amendment? Does the author feel this amendment needs to be changed? Can you change an amendment?

Political Ideology Survey

<i>Question</i>	<i>Agree/ Disagree</i>	<i>L/C</i>
1. The federal government places too many restrictions on businesses.		
2. Americans need to be protected from unnecessary police searches and other invasions of privacy.		
3. High taxes discourage people from working hard.		
4. Only people who cannot work should be eligible for welfare programs.		
5. National security is more important than an individual person's right to privacy.		
6. The government should create and pay for programs that help poor people in the United States.		
7. The wealthy should be taxed at a higher percentage than the lower and middle classes.		
8. The best way to help the poor is to help businesses earn a profit and create new jobs.		
9. Government programs on behalf of the disadvantaged discourage people from helping themselves.		
10. The government should not restrict abortion and other reproductive decisions.		
11. The government has a special responsibility to protect minority groups from discrimination.		
12. Crime can be reduced by enforcing stricter penalties and longer jail sentences on criminals.		
13. The government should do more to punish businesses that pollute the environment.		
14. The government should protect Americans from morally offensive films and publications.		
15. The arts should be protected from government censorship. Adults must be free to think and speak as they wish.		
16. Without government regulation, big businesses would take advantage of ordinary Americans.		
17. Crime, unemployment, poverty, and other problems will be reduced if Americans return to the traditional values of hard work, self-discipline, and belief in God.		
18. Our government spends too much on social services and other programs that could be run just as well by businesses, religious organizations, and/or non-profit charity groups.		
19. Homosexuals should receive the same rights and protections as other minority groups.		
20. Policies that create jobs are more important than policies that protect the environment.		
21. The federal government should not get involved in setting academic standards for local public school districts.		
22. Americans have a right to affordable health care.		
23. The death penalty is cruel and unusual punishment.		
24. One way to reduce crime would be to limit the sale and possession of firearms.		
25. The government should allow school-sponsored prayer in the public schools.		

Quiz: Identifying Ideology

Directions: Fill in the following blanks with the letter that best describes the statements.

A. Liberal B. Conservative

- _____ 1. Our national government should tax less and therefore allow its citizens to decide how best to spend their own money.
- _____ 2. When companies are given more economic freedoms they create more jobs and opportunities for citizens to become prosperous.
- _____ 3. Freedom of speech should be protected even if we find that speech offensive.
- _____ 4. Parents and students should be given the choice as to what type of schooling is best for their children, even if that choice is a religious school.
- _____ 5. Our government has an obligation to provide for all of its citizens basic necessities like food and healthcare.

Directions: Fill in the chart below by identifying the candidates and stances.

Republican nominee:	Democratic nominee:
Stance on: Abortion -	
Social Security -	
Taxes -	
Guns -	

Does each candidate fit your idea of a conservative/liberal? Explain why or why not.

Sample Editorials

+ *Gun Control isn't Crime Control* (Opposes gun control)

<http://www.newsargus.com/newsport/edit/08112000.html>

Gun Control isn't Crime Control

Violence has declined as we have become better armed. Gun control inevitably will emerge as an issue in this year's presidential and Congressional elections. Candidates will be telling us that restrictions on gun ownership will reduce crime.

David R. Kopel says not. Kopel is research director of the Independence Institute and an associate policy analyst at the Cato Institute. When the candidates start talking about gun control and crime, keep in mind these facts from Kopel's research, which he shared in an editorial-page article in the Wall Street Journal:

There is little relationship between the number of murders and the number of guns owned by U.S. citizens.

Gun ownership in this country is at a record high, according to statistics from law enforcement agencies and gun manufacturers, but the rate of gun violence is falling.

From 1972 to 1992, the gun supply doubled. The homicide rate remained about the same, at 9.4 deaths per 100,000 population.

The vaunted Brady Law, pride of the gun-control lobby, has, in fact, had no effect on the number of people killed since it was passed.

The murder rate has not changed since the Brady Law was enacted. The rate of gun suicides has fallen, according to the American Medical Association, but the overall rate of suicides has remained about the same.

The Clinton administration bandies about figures on the number of people who have been denied the right to buy guns because of the background checks required by the Brady Law. But many of those rejections are based on incomplete criminal justice records – for instance, a record that shows an arrest but not a conviction.

Others were rejected who were not really dangerous. Two brothers might have gotten into a fistfight in the front yard 20 years ago. They could be rejected for gun ownership because they were involved in "domestic violence," even if that was their only transgression.

While the accidental gunshot deaths of children make excellent campaign rhetoric, that problem is much smaller than it is made out to be. Those who want stricter gun control claim that 10 children a day are killed by guns. What they don't tell you is that those statistics include "children" up to 19 years old, including males who live in the inner cities. They will not be helped by such specious laws as those requiring trigger locks. Such laws will be noticed mainly by law-abiding people, not the gang members shooting each other on the streets.

As for younger children, fewer are being killed by guns even as gun ownership increases. In the early 1970s, according to the National Center for Health Statistics, about 500 children 14 and under were being killed each year by gun accidents. In 1998, the figure was 121.

The federal "assault-weapons" ban has not affected the number of gun deaths. That law, along with the Brady Law, was one of the highly touted triumphs of the gun-control bunch during the Clinton administration. In fact, it did not apply to a gun's rate of fire but with identifiers like bayonet lugs and protruding grips on rifles. Manufacturers made cosmetic changes, and the guns are still available.

It doesn't matter, though. Law enforcement statistics show that "assault weapons" -- and that is a dumb term to use to distinguish one gun from another -- are used in only a minuscule fraction of crimes.

Think about these facts when the gun issue arises during the campaigns. And you might wonder why the people who make such a fuss over gun control don't turn their efforts instead to real ways to fight crime.

--MIKE ROUSE

+ *Smith and Wesson Accepts Gun Safety Pact* (Supports gun control)

<http://www.2facts.com/stories/index/e00177.asp>

Smith and Wesson Accepts Gun Safety Pact

While National Rifle Association officials denounce President Clinton, and the Republican-controlled Congress dithers, Smith & Wesson is doing the right thing on gun control. The nation's oldest and largest handgun manufacturer is changing the way it does business. It has consented to a slew of restrictions on the manufacture, sale and distribution of handguns, many of which are used to kill people. In exchange for these enlightened actions, the Clinton administration has agreed to head off a threatened lawsuit by the federal government and 13 cities against Smith & Wesson.

This accord is significant because it marks the first time a major gun manufacturer has acknowledged, however tangentially, its role in helping to contain gun violence. Although one of Smith & Wesson's competitors was quick to condemn this "betrayal of Second Amendment rights and a capitulation to the Clinton administration," other gun manufacturers could provide a valuable national service by following Smith & Wesson's responsible example.

Gun violence claims more than 30,000 lives and injures another 100,000 people annually in the United States. Little wonder that about 70 percent of Americans support sensible measures to control the proliferation of handguns and other firearms.

Smith & Wesson's unprecedented concessions are altogether sensible. The company has agreed to install child trigger locks on all of its handguns within 60 days. Within the next 36 months, it also will develop technology to prevent guns from being fired by anyone other than the owners. A second hidden serial number will be included on all handguns to help counter criminals who remove other identification marks from their weapons.

The company also has developed a code of conduct for the sale and distribution of its handguns. Authorized dealers and distributors will be barred from selling Smith & Wesson firearms at gun shows unless would-be buyers have passed criminal background checks. Those who violate this code could lose their franchises with the company. Persons who purchase more than one firearm from a dealer will be permitted to take home one gun on the day of sale, and can claim the rest 14 days later. This provision should help deter illegal gun trafficking.

An even greater deterrent would be for all gun manufacturers to follow Smith & Wesson's lead. Other companies may find it in their self-interest to do so. No single gun-control measure will stop criminals from getting firearms and misusing them. But the measures agreed to by Smith & Wesson could make a difference, at the very least, by preventing thousands of kids from killing or maiming themselves and others.

From the San Diego Union-Tribune, San Diego, California, March 2000

Janie's Got a Gun (Opposing gun control)

<http://www.purepolitics.com/news/politicaeditorials.htm>

Janie's Got a Gun

Some proponents of gun control have asked: if there was no Second Amendment, would pro-gun advocates still oppose common sense gun legislation. To this irrelevant question, I have two responses. First, there IS a Second Amendment and asking hypothetical questions is a waste of time. Nevertheless, I find it interesting that certain politicians, pundits, and citizens seem to overlook the fact that the right for citizens to bear arms was so important to the Founders of this country that they made it a right second only to the First Amendment which gives us our freedom to say, write, and believe what we wish without fear of sanction by the government. The Second Amendment was so placed to protect these rights.

My second response is a more practical one; one that has been replayed, but apparently bears repeating. More than 2,000 gun laws have been enacted since the 1960s' reforms. After the shooting at Columbine High School last year, legislators in true knee-jerk fashion introduced more and stricter gun control measures. Yet, none of these proposals before the Congress would in any way have prevented that tragedy. Clearly, laws are no impediment to the criminally minded. Practically, gun laws only serve to abridge the rights of law-abiding citizens. By definition, criminals have no regard for the law.

Therefore, if all the gun restrictions that have been proposed and will be proposed are finally adopted, the end result will inevitably be the total disarmament of the American people, leaving only criminals and the government in possession of firearms. With this thought, I turn to the gun control advocates and ask, is an America with no Second Amendment truly the Land of the Free?

Aimee J.

Second Amendment: Right to Bear Arms

A well regulated militia, being necessary to the security of a free state, the right to bear arms shall not be infringed.

Lesson Plan 5 : Political Culture and Socialization

Purpose: Individual Americans hold a variety of beliefs about their government and its leaders; these beliefs then form the foundation of American political culture. The purpose of this lesson is to investigate and apply the concepts of political culture and socialization, and to assist students in identifying the origins of their own political beliefs.

Objectives:

1. Students will identify and define important concepts of *political culture* and *political socialization*.
2. Students will analyze elements of American political culture.
3. Students will investigate how an individual's political beliefs develop from many social and cultural influences.
4. The student will begin to identify and analyze the process of his or her own political socialization.

Key Words:

political culture
political socialization
agents of political socialization
political beliefs

Materials:

1. Blackboard or overhead projector.
2. *Political Culture* notes/overhead
3. *Examples of Conflict in Political Culture* worksheet.
4. *Political Socialization* notes/overhead
5. *Identifying Influences of Your Political Socialization* handout
6. Chart Paper/ Markers

Procedure:

1. **Motivation/Warm Up.** Place the term ***Political Culture*** on the board or overhead. Ask students to take a few minutes and draw a cartoon that illustrates what they believe that term means. Have several students volunteer to share their answers. Begin a discussion of political culture by asking students what the term, *culture* means and then combining that definition with the word *political*. Generate a class definition of ***Political Culture*** and record it on the board. Place the formal definition on the overhead. Ask the student to compare and contrast their responses to the transparency.
2. Review and discuss the *Important Elements of Political Culture* and ask students if they would remove/add any additional elements.
 - Ask them if they agree that these elements represent the “way of life” of the American political process.
 - Provide students with the “*Examples of Conflict in Political Culture*” handout and have them identify possible conflicts in American political culture.
3. **Transition.** Based on our definition of ***Political Culture***, can we infer what is meant by ***Political Socialization***?

- What do we do when we “socialize?”
 - How are people affected by those they socialize with?
 - How would we be affected “politically” by those we socialize with?
4. Break students into groups and have them brainstorm possible agents of **political socialization**. Have them record their answers on chart paper and share them with the class. Identify the factors which seem to be the most influential.
 5. Project the *Political Socialization* resource sheet for the students to examine. Have students copy the definition and compare their list of factors to those on the overhead.
 6. Distribute the student handout entitled, “*Identifying Influences of Your Political Socialization.*” Discuss each of the issues to make sure students know what they are. Then have students fill out the handout. Have them discuss their responses in their groups and complete the reflection questions.
 7. In order to assess student achievement have the students reflect on the following questions by either creating a paragraph or an illustration that addresses the definitions of *Political Culture* and *Political Socialization*.
 - What is *Political Culture*?
 - How does your everyday “culture” affect your political beliefs?
 - Provide an example to support your answer.

Extension Activities:

- a. After students complete the form titled *Identifying Influences*, ask students to evaluate which agent has the least influence on their decisions and which has the greatest? Create a chart that represents this information for the class and ask students to determine if the agent that has the strongest influence on individuals is worthy of this role. This topic may be explored in a class discussion or in a brief paper.
- b. Show a clip of political satire from *Saturday Night Live*, Comedy Central’s *The Daily Show*, or project a political cartoon on an overhead. Ask students to identify and analyze elements of American political culture that is portrayed in the skit or cartoon.

Political Culture - widely shared beliefs, values and norms concerning relationships of citizens to government and to one another

Important Elements of American Political Culture

1. *liberty* - preoccupation with rights
 2. *equality* - equal vote, equal opportunity, equality under the law, but not equal wealth
 3. *democracy* - politicians accountable to the people
 4. *civic duty* - serve community
 5. *individual responsibility* – barring some disability, individuals responsible for own actions and well being
-

Political Socialization- process by which parents and others teach children about values, beliefs and attitudes of political culture

Agents or Influencing Factors of Political Socialization

1. *Family*
2. *Religious Institutions*
3. *Community – rural v. urban, North v. South, etc.*
4. *Race and Ethnicity*
5. *Social Class*
6. *Level of Education*
7. *Media*
8. *Teachers*
9. *Peer Group*
10. *National Identity*
11. *Gender*

Identifying Influences of Your Political Socialization

List the agents of political socialization that have influenced your views the most on the following issues:

1. Capital punishment _____
2. Abortion _____
3. Prayer in Schools _____
4. Government Aid to the Poor _____
5. Gun Control _____
6. Censorship (of music, internet, TV, etc.) _____
7. Standards in Public Education _____
8. Affirmative Action _____
9. Taxes _____
10. Nationalized Health Care _____
11. Foreign Policy of Intervention
in other countries' affairs _____
12. Minority Rights
(African Americans, immigrants, gays, etc.) _____
13. War and Peace _____
14. Freedom of Speech _____
15. Right to Privacy _____

Questions for Reflection

1. Do you consider your self to be a liberal, moderate or conservative?

2. How do your political beliefs compare to that of others in your family?

3. Based upon your responses the fifteen issues, what conclusions can you draw about the development of your political beliefs?

Examples of Conflict in American Political Culture

Important Elements of American Political Culture:

Liberty- preoccupation with rights, economic freedom

Equality- equal vote, equality under the law, equal opportunity (not equal wealth)

Democracy- politicians accountable to the people

Civic duty- Serve the community

Individual Responsibility- barring some disability, individuals responsible for their own actions.

Read each scenario carefully. Identify the two elements of American political culture in conflict for each statement. Record the conflict on the space provided.

Example: High School students can pay taxes on their incomes but cannot vote.

Conflict: Civic Duty (pay taxes) is in conflict with Equality (equal vote)

Example: You can't yell 'Fire' in a crowded building.

Conflict:

Example: Citizens must pay income tax every April.

Conflict:

Example: Individuals can vote and register for the Selective Service at 18, but cannot legally drink alcohol until they are 21.

Conflict:

Example: The government can confiscate your land to build a highway.

Conflict:

Provide two additional examples of conflicts in the five elements of American political culture.

1. _____

2. _____

How would you describe the National Culture?

How does it differ from other nations you are familiar with?

Serving as a Delegate

You are not misreading the title of this section, “serving as a delegate.” You might be asking yourself why the word “serving” instead of words such as “being”, “acting”, or “becoming.” The answer is simple – you really are serving. We consider your role as a delegate an important one; one where you can and will leave your mark on the program. We each share a similar responsibility (including the staff!) to leave the program better off than when we began.

The strength of the program has always been delegates serving the program in real, meaningful ways. This chapter will prepare you to *serve* the program, improve yourself, and have a fun experience!

When we talk about preparing to serve as a delegate, we are not talking about a short-term exam cram. Successful delegates are those who have prepared themselves throughout the year and added to their preparation a good knowledge of the rules and topics that will be discussed.

General Preparation

1. Learn about Mississippi and National Affairs. Be up to date with the news!

You can learn the topics to be debated by looking at the problems that face our state every day. You will have time to research the topics and help discern your viewpoint ahead of time (and you should!). General knowledge, however, will prove much more valuable not only at conference, but in life. You might get a new bill at the conference, or you may want to bring in outside knowledge to make analogies and comparisons in your speeches.

Furthermore, many of the topics have continuing developments and you may need to be up to date with these developments. To this end, we suggest you read both your local paper and a national paper online (such as the *Clarion Ledger*, *Washington Post*, *Wall Street Journal*, or *New York Times*). Current affairs magazines also provide a wealth of information (such as *The Economist*, *Time*, *Newsweek*, etc.) Try to watch the local and national news regularly on television. Finally, read books or online articles about politics, history, economics, or whatever that may be useful for you to gain a better understanding of world affairs.

2. Advance Your Speaking and Debating Abilities

Experience does count! The more you speak in front of crowds, the more comfortable you become with it. As you do a research project for school or research possible bill topics (either your own or someone else’s), write short paragraphs or speeches. These can be short summaries of an article you read, or a short description on the impact a bill will have on your area of the state. Then read these aloud to your family or a friend (or two).

Get feedback from these people on the content of your speech, tone of your voice, and your body language. If no one volunteers, use a mirror and try to judge your own performance. If your delegation conducts mock debates (and they should – and if they do not, initiate them yourself!) in preparation of the conference, take them seriously because they are your best chance to practice your skills and get feedback from your peers without the pressures of

being in front of people you do not know. Your fellow delegates and advisors in your delegation will do their best to be fair and provide productive feedback since they want you to succeed at the conference.

3. Improve your Command of the English Language

All of our English can always get better! The better your mastery of the English language, the more success you can achieve at the conference. All studies say the best way to improve your English is to read, read, and read! A broader vocabulary, better grasp of grammar, and strengthened writing skills can turn the presentation of your bill into a masterpiece!

4. Learn about the Mississippi State Government

The stronger delegates have a good understanding of the government of Mississippi and its various bodies. Although knowing the names of the standing committees in the real legislature and years of constitutional amendments might serve little value at the conference, knowing how the “system” worked will make you much more comfortable in debate, bill writing, and lobbying. You will have a better understanding of why things worked the way they do.

So what should you really try to learn? A general understanding of how the Mississippi government works, why the key branches and bodies exist, and what it can and cannot do will come in handy. If you knew the authority, budget, key past actions, and proposed legislation in the body you are assigned could help you formulate your policy viewpoints.

Where can you find this information? The state has a great website at www.state.ms.us.

5. Learn More About Who You Represent

Members of the Legislature come from home districts that are made up of county and municipal governments. Those government leaders are constantly talking with their representatives to try to shape legislation at the state level to make their job of governing at the local level easier. A big way they do this is by asking for more money from the State. If a representative or senator can get the State to pay for a new road in their district, they save the local governments money – which means lower taxes or better programs (which translates into a few more votes!).

How does this help you? You can call or visit your council members, mayor, school board members, and other local political officials. Talk to them about what issues concern them.

Members of the home district regularly call their representative or senator and tell their staff about issues they are facing – and need help with. Sometimes, the staff members give the constituents help in solving the problems through existing channels. There are times, however, when a person’s problem becomes an inspiration for a bill.

Yes, we know... you do not have constituents calling you... but, what is stopping you from asking your family, neighbors, and other people you know in your area what would they like to see changed?

Every day members of the Legislature receive calls from different special interest groups asking for their support on an issue. What is a special interest group? Simply, a group or organization of people who believe in a cause and will try to get laws changed in that area. An example of a special interest group could be the Sierra Club. They do a number of things, but one thing they do well is get people together and lobby members of the legislature to strengthen laws on the environment.

As members of the Youth Government, even you may be confronted by lobbyists representing various special interest groups. You should hear them out – and weigh what they have to say with what you heard from members of your community and your own personal values.

Preparing with Your Delegation

1. Research

Since some members of a delegation may be doing similar research, it is a good idea to share the workload. If done properly, all of the information combined will give each delegate on a country a full summary of the relevant issues facing the country – and providing more opportunity to research topics.

As far as committee topics are concerned, it is less feasible to share resource. However, some topics will undoubtedly have some overlap. Spending 20 minutes working with your delegation can save you hours – any overlap could be a possible time saver!

2. Delegation Identity and Strategy

Just knowing the bill topics that will come before your committee or chamber might not be enough at the conference to excel. Each delegate is a small part of the bigger club at the Youth Legislature Conference. The strongest delegations support each other all weekend long. How does a delegation accomplish this goal?

1. Each delegate must identify themselves with their club.
2. The club should act like a team.

For example, if one member of your club is sitting on the side line, they will not be effective at advancing legislation. If an entire club works together to support each other and building alliances (as discussed below), the club will be one of the strongest at the conference.

Working with Other Delegates

To succeed during the Conference, one needs to be able to work effectively with other delegates. This subsection will give some tips on how to develop alliances.

1. Negotiation and Compromise

While formal debate will be the backbone of committee time, the most important work occurs outside of pro and con debate. You need to be able to work with others when getting support for your ideas. Knowing everything there is to know about a topic will set you up for success, to fully utilize that research you need to succeed as a negotiator and persuasive speaker.

The best delegates show respect and courtesy at all times to other delegates. Your credibility in a small group will be minimized if you stand up and try to tear down bill after bill. If you decide you are not in favor of a bill, certainly stand up and tell the committee why – but do so respectfully. Additionally, some delegates promise votes – and then go against their promise. Nothing will hurt your credibility more than breaking a deal you make.

2. Develop Alliances

An alliance at Youth & Government is a group of delegates that share some set of ideals. They may be your best starting point to gather support for your ideas, if you develop them. Lobbyists could be a great group to visit with to find out who believes in what. Although you do not want to be stuck in a small group all weekend, there is nothing wrong with starting in a small group and branching out from there.

3. Using the Page System

As a delegate to the Youth & Government program, you are very fortunate to have a dedicated group of pages. Passing page notes is an excellent way to communicate with not only other members of your delegation – but other delegations. If you use them effectively, you can work on amendments and bills, and get support for your ideas during debate.

Please, however, do be respectful of the pages – and do not abuse the system for personal use.

4. Additional Tips and Techniques

- Learn delegates' real names... would you want to be called Michael or the delegate from Kiln?
- Asking stronger delegates to support your bill could go a long way!
- Do not bring too much research (or at least in the committee room). The more you bring, especially to the podium, the more you will come across as nervous and unsure of yourself. Research is meant to help you, not serve as a crux.

Preparing for the Youth Legislature Conference

The conference weekend will be the culmination of a delegate's hard work and dedication. Everything comes together during this four-day event. This chapter will explore important things to keep in mind during the conference weekend.

Research and Developing your Bill Topic

1. **Develop a Bill Topic**

So you need to develop your own bill topic. How should you do that? Why is that under research?

Put yourself in the role of the legislator and ask yourself a number of questions:

- **What issue facing the State is important to you?** Your bill will get more support – and more votes – from other student representatives in other parts of the State if the topic matters to them, too.
- **What are the needs of your constituents?** Talk to your family, friends, teachers – find out what they think is wrong with your town and area?
- **What interests you or what do you know a lot about?** Many legislators write legislation on issues they care about and issues they know a lot about. After all, you will need to be able to convince others to vote for it – so if you choose a topic you do not really care about, how will you be able to sell it to others?
- **Do you consider yourself a member of a political party or interest group?** If there is an issue that a group you associate with feels is important, you should consider those issues as possibilities.
- **Is there a problem you have a solution for?** We all have driven down the road, saw a problem, and said the government should do something about that. Well, you are now the government – do something about it!

There are other considerations you should keep in mind when researching your topic, including:

- Feasibility – will your idea work?
- Impact – who will be helped by your idea – and who will be hurt?
- Constitutionality – does it violate either the MS or the US constitutions?
- Cost – can the State afford to implement this program?
- Support – will enough people support your bill that it would be passed by the e-Government?
- Results – what do you expect to come from your bill?

The answers to all of these questions come from research... And all the questions should be answered before you move on.

2. **Topic Research**

Now that you have an idea, before you can write your position paper or bill, you need your supporting evidence to backup your reviews. The Youth Legislature is divided into committees. Under each committee area, we provide possible issue areas to research.

Transportation Committee

- *Possible Issue Areas* – Cars, Trains, Buses, Planes, Gas and Electric Power, Alternative Energy Solutions, Waterways, Traffic laws

Health & Human Services Committee

- *Possible Issue Areas* – Health, Human Services, Family Values, Drugs, Reproductive Rights, Stem Cell Research, Welfare

Education Committee

- *Possible Issue Areas* – Elementary, Secondary, and Post-Secondary Schools, Vouchers, Sports, No Child Left Behind Act, Standards, Board of Education, Libraries

Judicial Committee

- *Possible Issue Areas* – Judicial System, Policing, Office of the Attorney General, Crimes, Delinquency, Prisons, Victim Advocacy, Constitution

Ways & Means Committee

- *Possible Issue Areas* – Agriculture, Economic Development, Slots, Banking, Consumer Advocacy, Labor Relations, Taxes, Treasury, State Economy

3. **Bill Brief Papers**

A bill brief presents an arguable opinion about an issue. The goal of a bill brief is to convince the audience that your opinion is valid and worth listening to. Ideas that you are considering need to be carefully examined in choosing a topic, developing your argument, and organizing your paper. It is very important to ensure that you are addressing all sides of the issue and presenting it in a manner that is easy for your audience to understand. Your job is to take one side of the argument and persuade your audience that you have well-founded knowledge of the topic being presented. It is important to support your argument with evidence to ensure the validity of your claims, as well as to address the counterclaims to show that you are well informed about both sides.

To take a side on a subject, you should first establish the debatability of a topic that interests you. Ask yourself the following questions to ensure that you will be able to present a strong argument:

- Is it a real issue, with genuine controversy and uncertainty?

- Can you distinctly identify two positions?
- Is the issue narrow enough to be manageable?

With this information, you need to **explain the issue**. What is the issue you want to write a bill about? What are the two major positions of the issue? Do not at this point give us your viewpoint or your solution; just explain the issue and the two major sides of the issue.

At this point, it is important to identify the key interest groups for your issue. These are most likely going to be the special interest groups discussed previously.

For example, if you wanted to eliminate the death penalty, the interest groups would include Prosecutors, Defense Attorneys, the American Civil Liberties Union, and Victim Advocates. The first and last most likely would be against the elimination, while the second and third would most likely be in favor of the move.

Once your topic is selected and the interest groups have been identified, you should bring your research on the subject matter and analysis of the issue together. While you may already have an opinion on your topic and an idea about which side of the argument you want to take, you need to ensure that your position is well supported. Listing out the pro and con sides of the topic will help you examine your ability to support your counterclaims, along with a list of supporting evidence for both sides. Supporting evidence includes the following:

- Factual Knowledge - Information that is verifiable and agreed upon by almost everyone.
- Statistical Inferences - Interpretation and examples of an accumulation of facts.
- Informed Opinion - Opinion developed through research and/or expertise of the claim.
- Personal Testimony - Personal experience related by a knowledgeable party.

Once you have made your pro and con lists, compare the information side by side. Considering your audience, as well as your own viewpoint, choose the position you will take. In considering the audience, think about the constituent questions posed earlier in this chapter.

To determine your viewpoint for your bill, ask yourself the following:

- Is your topic interesting?
- Does your topic assert something specific and propose a plan of action?
- Do you have enough material to support your opinion?

With these questions as your guide, now take a stand. Answer the questions posed previously in the form of an essay that at the end should tell readers your position, why you believe what you believe, why the opposition is wrong, and provides research to support your points.

The final step of the bill brief process is to propose a solution and determine the results to be expected. Now that you have completed writing the position paper, reread it, make any changes you want, and submit it to your club advisor to be turned into the State office. This bill brief should be the basis for your bill! It will also be used as a resource guide when the Youth Governor reviews your bill.

Here are some tips when writing your bill brief:

- **Keep it simple:** To communicate strongly and effectively, avoid flowery wording and stick to uncomplicated language and sentence structure.
- **Make it official:** Try to use the seal of your country or create an “official” letterhead for your position paper. The more realistic it looks, the more others will want to read it.
- **Get organized:** Give each separate idea or proposal its own paragraph. Make sure each paragraph starts with a topic sentence.
- **Cite your sources:** Use footnotes or endnotes to show where you found your facts and statistics. If you are unfamiliar with bibliographic form, look up the Modern Language Association (MLA) guidelines at your school’s library.
- **Read and reread:** Leave time to edit your position paper. Ask yourself if the organization of the paper makes sense and double-check your spelling and grammar.
- **Speech! Speech!** Do you plan to make an opening statement at your conference? A good position paper makes a great introductory speech. During debate, a good position paper will also help you to stick to your country’s policies.
- **Let the bullets fly:** Try not to let your proposals become lost in a sea of information. For speechmaking, create a bulleted list of your proposals along with your most important facts and statistics so that you will not lose time looking for them during debate.

4. Writing the Bill

Once you have completed your bill brief, bill writing is very easy. The position paper components can be used in development of the bill.

There are several major parts to a Youth Legislature bill. Before you write your own, review the sample of one below, which is followed by an explanation of the bill components that will guide you through what you need to have in your own bill.

1. PURPOSE: AN ACT TO REQUIRE ALL SATELLITE PRISON FACILITIES
2. TO BE LOCATED TWO (2) MILES OUTSIDE ANY CITY.
3. INTRODUCED BY: Joey Robinson and Krystle Carollo
4. Hasbeen Y-Club
5. Hasbeen High School
6. Hot Coffee, Mississippi
7. BE IT ENACTED BY THE LEGISLATURE (YOUTH LEGISLATURE) OF THE
8. STATE OF MISSISSIPPI:
9. Section 1. Definitions - A satellite prison program is a program that releases
10. prison inmates from Parchman State Prison to work for local units of the
11. government.
12. Section 2. The Mississippi Department of Corrections shall not locate a satellite
13. prison facility within any municipality.
14. Section 3. All such facilities shall be at least two (2) miles from the
15. nearest corporate limit of any municipality.
16. Section 4. All such facilities presently located within the corporate limits of any
17. municipality will be permitted to operate until a suitable location is secured to
18. relocate the facility.

(every line must be numbered)

1. **PURPOSE:** *(Briefly state the outcome to be achieved by this bill)*
- 2.
3. **INTRODUCED BY:** *(Names of Bill Authors*
4. *(Name of Y Club)*
5. *(Name Of School)*
6. *(City, State)*
- 7.
8. **BE IT ENACTED BY THE LEGISLATURE (YOUTH LEGISLATURE) OF**
9. **THE STATE OF MISSISSIPPI:**
- 10.
11. **SECTION 1: Definitions** *(definitions are always in section 2)*
- 12.
13. **SECTION 2: (Section)**
14. *(Use as many sections as you need to describe what your bill will actually do – nuts & bolts)*
15. *(Each new idea begins a new section)*
16. *(the bill is the HOW not the WHY – save your arguments for the debate)*
- 17.
18. **SECTION _:** **(Section)**
- 19.
20. **SECTION _:** **(Section)**

Bill Writing Checklist:

Technical correctness

- ___ 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
- ___ Mississippi is called a State not a state
- ___ Typed in 12 point Times New Roman
- ___ Every sentence is a statement in the third person
- ___ No opinions, questions or statements of intent
- ___ 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. (The section needs to: 1) identifies the term to be defined, 2) identifies the class to which the term belongs, 3) identifies the difference between this term and all other in the class. For example: A computer catalog (term to be identified) is an index (class to which the term belongs) of all the books in a given library (difference between a computer catalog and all other indexes). 4) uses terminology suitable for the audience.)

- ___ 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 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 for cost

- ___ Source of income is provided
- ___ Collection method is provided
- ___ Administration of any disbursement of funds is provided

Debating

There are two components of succeeding at debate. First is a comprehensive knowledge and use of the rules of procedure. Knowing when and how to use the rules will let you make the right point or motion at the right time. It will also help you gain precious floor time. Also important is the ability to tell when to opt for recognition. You will not be recognized every time you raise your placard. So, if you get recognized for points that are not vital, the chair may not come back to you when you have something of vital importance.

The second component is the formal delivery of ideas, policies, and negotiations. Ideas can read great on paper – but if you do not explain all of this to your peers in a logical, organized, and coherent manner, you will not be able to sway opinion.

Speeches

The purpose of a speech is to sway votes. By delivering to the rest of the body your ideas, you will try to persuade them to vote for or against a bill or motion. Thus, you need good knowledge of the facts and good presentation style.

Here are tips when delivering author opening, author closing, and debate speeches:

Author Opening and Closing Speeches

- First, you should thank the presiding official by saying "Thank you Mr./ Madame/ Speaker/ President..."
- Then begin by providing a brief history on the issue as it relates to you or your constituents.
- Speak about how the issue is currently affecting you or your constituents.
- Provide your position on the issue. Include an explanation for your stance, such as economic concerns or political or religious ideology.
- You may choose to give an explanation of how your position relates to the positions of other localities or states.
- Present ideas for a bill, stressing your objectives for the bill.
- Talk about the role that organizations have to play in addressing the issue (if any).

Speech During Debate

- Again, you should thank the presiding official by saying "Thank you Mr./ Madame/ Speaker / President..."
- Encourage collaboration among delegates by proposing ways to make a bill more inclusive.
- By referencing what other delegates have said, you can show consensus.
- When speaking con, do so positively so not to negatively impact your standing in the committee or chamber.

TIPS for the DELIVERY of an EFFECTIVE SPEECH

Don't let your great message share the fate of so many would-be novelists whose best work doesn't get published because they don't know how to tell agents about it.

Indeed, Sherry Minton, director of direct response for the American Heart Association in Dallas, asserted that the "real impact of your message is not in what you say, but how you say it."

Minton presented a few of her ideas to bridge this gap during a recent conference in Washington, D.C.

- Key visual and verbal skills must be mastered to deliver powerful presentations. A few examples are your stance, gestures, facial expressions, and voice.
- People's response usually depends 55 percent on body language and expressions, 38 percent to vocal inflection and 7 percent to what is said. The most common sense advice is reminiscent of a high school public speaking class, but is nonetheless important to master.
- Increase your presentation's power by standing straight, weight evenly balanced, hands and arms at your side, shoulders squared to the crowd, and up slightly on the balls of your feet.
- Avoid swaying hips, shuffling feet, leaning tower, moving target.
- Gestures help emphasize main points, allow the crowd to follow along, and involve them. Gestures should have a flair of spontaneity, involve the whole body, be broad and sweeping, and vary.
- Avoid gestures such as the stern parent, the soldier at parade rest, and overusing the same gestures or meaningless ones.
- As for facial expressions, maintain an overall pleasant countenance, make sure what your mouth says matches your expression, and practice in front of a mirror. Think of yourself as

an actor.

- Your voice inflection is also important. People listen four times faster than most people speak. Use it to project enthusiasm and excitement, improve recall, and imply that you are bright and more interesting.
- There are several ways to deal with stage fright. Try visualizing the presentation, practice, breathing, focusing on relaxation, release tension, and keep eye contact with the audience.



Governing Rules and Procedures for the Youth Legislature Program

LEGISLATIVE RULES AND PROCEDURE TIPS

The rules and tips listed below will be your guidelines for Youth Legislature and Junior Youth Assembly. All delegates should be familiar with the rules and the procedures.

RULE 1. There shall be a President of the Senate and a Speaker of the House of Representatives who shall preside over the Senate and House at each legislative session. At each session the order of business shall be as follows:

- a. Call the members to order
- b. Ascertain a quorum present
- c. Call for order of business
- d. Recognize members to make motions, announcements
- e. Determine parliamentary questions
- f. Refer all bills to committees
- g. Receive bills passed by the other chamber
- h. Perform such other duties as necessary to keep the chamber in order and permit its members to consider legislation.

RULE 2. There shall be a President Pro Tem and Speaker Pro Tem to preside in the absence of the President or Speaker and to perform all duties required of the presiding officer during such absence.

RULE 3. The presiding officer shall declare all votes and all points of order, but if a member rises to doubt a decision, the presiding officer may order a division by rising vote whereby a determination of the question shall be majority vote or such other vote as required under rules affecting a motion or waiver of the rules.

RULE 4. The presiding officer's name will be called last of any vote but he/she shall not be required to vote except in case of a tie vote of members.

RULE 5. There shall be a Secretary of the Senate and a Clerk of the House of Representatives who shall keep a record of bills passed and transmit same to the other body for consideration. The Secretary and Clerk shall also prepare a calendar of business for each session and perform such other duties as assigned by the presiding officer.

RULE 6. Members shall be appointed to the hearing committees of the Senate and House as set forth in the bill roster book for the current session.

RULE 7. All bills shall be assigned to a committee. The committee, in receiving the assigned bills, shall review and then score the bills to establish an order for the bills to be considered in Chambers.

RULE 8. If the bill is amended, the amendment must be written on amendment form and attached to the original bill.

RULE 9. All bills to be introduced shall be submitted prior to the session and published in the bill roster book unless otherwise determined by the conference director.

RULE 10. Unless waived by the chamber, the first reading of the bill will consist of the bill number, title and author. The second reading includes the same. The third reading will consist of the bill title and author. Following the third reading the bill or resolution is open for debate.

RULE 11. Wherever the word "Bill" appears is shall mean Bill, Resolution or Concurrent Resolution.

RULE 12. No person shall be allowed on the Senate or House floor during a session except members, pages, officials, members of the press corps, and staff advisors of the legislature. Special guests may be invited to the chamber and introduced but shall not be seated on the floor except by permission of the membership or invitation by the President of the Senate or the Speaker of the House.

RULE 13. Each bill must be introduced under the name of a member of the legislature of the legislative body he/she represents, individually or with cointroducers (sponsors).

DECORUM AND DEBATE

1. A member desiring to speak shall rise, gain recognition, and address "Mr. or Madam Speaker," in the House, and "Mr. or Madam President," in the Senate.
2. When two or more members rise at the same time, the presiding officer shall decide who is to speak first and that decision is final.
3. A member who has obtained the floor or recognition of the presiding officer, has the option of yielding, except at the discretion of the presiding officer.
4. In debate, a member desiring to interrupt to ask for a yield must wait until the member who has the floor pauses. Then with recognition from the presiding officer, the interrupting member may ask for a yield. The member speaking may refuse to yield; the interrupting member may NOT ask a question.
5. A member who has obtained the floor must confine remarks to the subject under debate, avoiding personalities. Failure to do so will result in the presiding officer calling the member out of order and asking the member to sit down.
6. No member shall speak more than once on any given question if others wish to speak.
7. To gain a page's attention, a member shall raise their hand. Pages may be used to carry a note to another member in either house, but all notes must pertain to legislative business. Notes are randomly read by the conference director to ensure that they meet proper guidelines. Notes found that are not related to legislative business may be read to the entire chamber aloud.

8. Meaning of the gavel raps:
 - 1 rap The chamber will come to order
 - 2 raps All members will rise
 - 3 raps Members applaud (usually when a guest enters the chamber, continue until the 1 rap brings order)

MOTIONS, THEIR MEANINGS AND EFFECT

When a motion has been made, the presiding officer shall state it to the membership for consideration, and the membership shall proceed to consider it and shall thereafter cast their votes for or against the motion.

A. Main or Principal Motion

When a motion is made, it is stated by the presiding officer. If it is in writing, it is read aloud by the Clerk or Secretary. Every motion is in writing, if the presiding officer or any member requests it. After a motion is stated by the presiding officer or read by the Clerk or Secretary it is deemed in possession of the House or Senate, but it may be withdrawn by leave of the membership at any time before a vote is taken.

B. Subsidiary Questions

- I. Amendment: Any main motion may be amended. An amendment must conform to the subject matter of the main motion. Only one amendment to an amendment can be offered.
- II. To Commit: At any time, when a motion or an amendment is under discussion, a motion to refer to a committee may be made. The motion is debatable and open to amendment.
- III. The previous question shall be in the following form: "Shall the main question now be put?" If demanded by a vote of majority of the members present, its effect shall be to cut off all debate and bring the house to a direct voice, first upon the pending amendments, if there be any, in their order, and then on the main question; but the Author of the bill shall have the right to close the debate after the call of the previous question has been sustained.
- IV. To Lay on Table: Its effect is to postpone action on a motion but it permits the re-introduction of the motion at any time during that or the next following session. It is usually proposed when the author is unable to supply the necessary information requested by his opponent.

C. Incidental Motions

- I. Suspension of the Rules: A motion to suspend operation of the rules of order that a particular body has adopted may be made in order to permit the consideration of some pressing matter out of its usual place.
- II. Withdrawing a Motion: When a motion is before the Senate or House, the mover may withdraw it by rising and moving for its withdrawal. Only the maker of the original

motion can move to withdraw. There can be no debate and majority vote permits the withdrawal.

- III. Points of Order: The Chairman is in constant charge of the meeting, enforcing the rules of order and Principles of Parliamentary Law and calling to order members whose language is unduly violent or discourteous.
- IV. Appeal: An Appeal of a ruling by the Presiding Officer may be made by any member. The question is put in the form: "Shall the decision of the Chair be sustained?" The "Ayes" vote for sustaining the chair and the "Nos" in favor of the appeal. The decision of the Chair may be overridden with 2/3 vote.

D. To Adjourn or Recess

A motion to adjourn takes precedence over a motion to recess. In other words, if a motion to recess is made by a member and another member makes a motion to adjourn the presiding officer shall state the motion to adjourn first. The reason being that the motion to adjourn, if adopted, is more important because it stops all procedure in progress at that time while a motion to recess, if adopted, merely continues the procedure until the time to again reconvene. A motion to adjourn shall always be in order.

(Due to the time schedule of Youth Legislature and Junior Youth Assembly, adjourning is performed usually only at the time prescribed in the schedule.)

E. To Amend

Most motions may be made verbally and may be amended verbally. If the motion is in writing, the amendment should be in writing.

All amendments must amend the proper section of any matter, to be effective. An amendment may be offered to any proposition by any member at the time the proposition is before the membership for consideration. An amendment is adopted by a majority vote.

F. Postponed Indefinitely

This motion is self-explanatory. The effect being to kill the bill or proposition by a majority vote.

G. Reconsider a Vote

This motion is made when a vote has been finally taken on a proposition and a member desires, for some reason, to reconsider the vote by which the bill, amendment or proposition was passed or defeated, and if the motion carries, it again brings the matter before the membership for further consideration. It may be made by any member, who voted with the prevailing side, and the motion can be adopted by a majority vote, unless a previous motion has been made upon the passage or defeat of the proposition to "reconsider and table" the vote, by which the bill was passed. To "reconsider and table" means that the passage of a bill or a proposition is automatically reconsidered and the question can be reconsidered more than one time.

H. The Previous Question

This is a most important motion. Any member can call for the previous question by addressing the presiding officer in the usual manner. The motion for the previous question may be adopted by a majority vote of the membership. The adoption of such motion has the effect of cutting off all debate and further amendments which might be offered, and brings the membership to a direct vote upon the immediate question. Cutting off further debates and amendments prevents other members from talking or offering other amendments for or against a bill or question, which makes this motion one of the most vital motions in the entire procedure. The motion may be made upon a bill, amendment to a bill, a previous motion, or any other proposition where debate is allowed under the rules. Debate on the previous question is to cut off debate and vote on the pending question. After the adoption of the previous question, the Author of the bill shall have the right to close the debate.

I. To Take Up a Bill Out of its Regular Order

A motion to "Suspend the Rules" shall be in order at any time, and a motion to "Suspend the Rules" shall be sufficient to suspend any rule under which the House or Senate is operating for a particular purpose except you may not suspend the provisions of the Constitution, and the Statutes. A 2/3 quorum present and voting is required to "Suspend the Rules."

J. Order of Motions

Motions may be received in the following order: first, to fix the time to adjourn; second, to adjourn; third, to indefinitely postpone; fourth, to lay on the table; fifth, for the previous question, sixth, to postpone to a certain day, not beyond the probable duration of the session; seventh, to commit; eighth, to attend.

A motion to adjourn shall always be in order, even in the absence of a quorum.

PRESENTING A BILL BY AUTHOR AFTER THIRD READING

After the third reading of a bill on the floor of the House or Senate, the author of the bill should follow the following procedure.

BILL AUTHOR (Rises to get recognized immediately after the third reading) "Mr. (Madam) President (Speaker)."

PRESIDENT (SPEAKER) "The chair recognizes the Senator (Representative) from _____."

BILL AUTHOR "Mr. (Madam) President (Speaker), I move that Senate Bill (House Bill) Number be placed on final passage and wish to speak on the same."

PRESIDENT (SPEAKER) "That is your privilege."

BILL AUTHOR (Goes to well and makes presentation as to why the bill should be passed by the Senate [House]. After conclusion of the presentation the author may be seated or remain at the well to answer questions.)

ASKING QUESTIONS FROM THE FLOOR

When a delegate is speaking in the well, permission must be obtained from the presiding officer in order to ask the delegate in the well a question.

DELEGATE (Stands and holds up identification sign (placard) and says, "Mr. (Madam) President (Speaker)."

PRESIDENT (SPEAKER) "The chair recognizes the Senator (Representative) from

DELEGATE "Will the Senator (Representative) yield to the question?"

PRESIDENT (SPEAKER) (To delegate speaking in the well) "Will the Senator (Representative) yield?"

DELEGATE AT WELL "I will (will not) yield."

DELEGATE (If delegate speaking yields) "Is it not true that _____?" (Remarks must be phrased in the form of a question.)

CUTTING OFF DEBATE (MOVING THE PREVIOUS QUESTION)

In order to move the previous question (which will limit the amount of debate prior to the vote on the bill) the well must be vacant before a motion can be made.

DELEGATE "Mr. (Madam) President (Speaker)."

PRESIDENT (SPEAKER) "The chair recognizes the Senator (Representative) from

DELEGATE "I move the previous question."

PRESIDENT (SPEAKER) "Is there an objection to the call for the previous question? Hearing none, it is so ordered. Debate is now limited to ____ minutes for the Pro and ____ for the Con."

OBJECTING TO THE CALL FOR THE PREVIOUS QUESTION

If a delegate does not want the remaining time for debate on a bill limited, he/she may object to the call for the previous question.

PRESIDENT (SPEAKER) "Is there an objection for the call for the previous question?"

DELEGATE (Does not have to be recognized) "Objection!"

PRESIDENT (SPEAKER) "There is an objection. All those in favor of the call for the previous question say 'aye'. Opposed, 'nay'. On the call for the previous question, the ayes (nays) seem to have it; (pause), the ayes (nays) do have it. The previous question is ordered (lost)!"

CALLING FOR A DIVISION

If a delegate does not agree with the ruling of the chair on whether the ayes or the nays are in the majority, he/she can call for a division (meaning a hand count will be taken). However, the delegate should get the chair to call for the division before the delegate asks for it.

PRESIDENT (SPEAKER) "The ayes seem to have it;" (pause)

DELEGATE "Division!"

PRESIDENT (SPEAKER) "There has been a call for division. All those in favor of the previous question shall rise and stand until counted. (Secretary [Clerk] counts hands.) Reverse your position. On the call for the previous question, the ayes were ____ and the nays were _____. The question is therefore ordered (or lost)!"

If the "nays" win unlimited debate will continue until the previous question is ordered.

PRESENTING AMENDMENTS FROM THE FLOOR DURING DEBATE

Any Senator (Representative) may present an amendment to a bill. In order for an amendment to be accepted for consideration, the amendment must be written on an amendment form and presented before the previous question is ordered. No amendment may be presented after the question is ordered.

DELEGATE "Mr. (Madam) President (Speaker)!"

PRESIDENT (SPEAKER) "The chair recognizes the Senator (Representative) from _____."

DELEGATE "Mr. (Madam) President (Speaker), I have an amendment."

PRESIDENT (SPEAKER) "Present your amendment to the Secretary (Clerk)." (Delegate hands Secretary [Clerk] the amendment.) "The Secretary (Clerk) will read the amendment."

As the Secretary (Clerk) reads the amendment, the author of the amendment comes to the well. If there is a speaker speaker in the well, he/she moves to the side and allows the author of the amendment to take the well. After the amendment is read by the Secretary (Clerk), the author of the amendment explains its purpose and why it is being presented. After the author's remarks there is a brief question and answer period followed by Pro and Con debate. The amendment may be discussed for a set period of time (that time is announced by the chair) and then the previous question is ordered.