



DELEGATE WORKBOOK

2017-18

Delegate:

YMCA Youth & Government Youth Legislature is designed to educate and civically engage teens in grades 9-12 about Oregon State Legislative process by providing a “hands on experience”. During delegation meetings you will be encouraged to research and write your own piece of legislation, learn about parliamentary procedure, debate practices, learn the importance of opening and closing remarks and have the opportunity to take on various roles of the state government.

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

The culmination of the program occurs at the Annual Conference held in February (odd years) or April (even years). It is at this time that students from around the state converge on the State Capitol to conduct their model youth legislature. Here students take on the roles of Representative or Senator and do their part in passing legislation that is important to them. In addition to these roles, experienced participants also have the opportunity to take on leadership roles such as Secretary of State, President of the Senate, and Speaker of the House.

Objectives:

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

Expectations:

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

YMCA Youth & Government

Core Values

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

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

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

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

YMCA YOUTH LEGISLATURE MAJOR OFFICERS

Youth Governor

Secretary of State/Governor Elect (for following year)

Senate

President of the Senate

Secretary of the Senate

Reading Clerk of the Senate

Sergeant at Arms of the Senate (2)

House of Representatives

Speaker of the House

Chief Clerk of the House

Reading Clerk of the House

Sergeant at Arms of the House (2)

Other

Committee Chairs

8th/9th Grade Chamber Support

Pages

Bills in Youth and Government

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

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

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

Bills, Bills, Bills

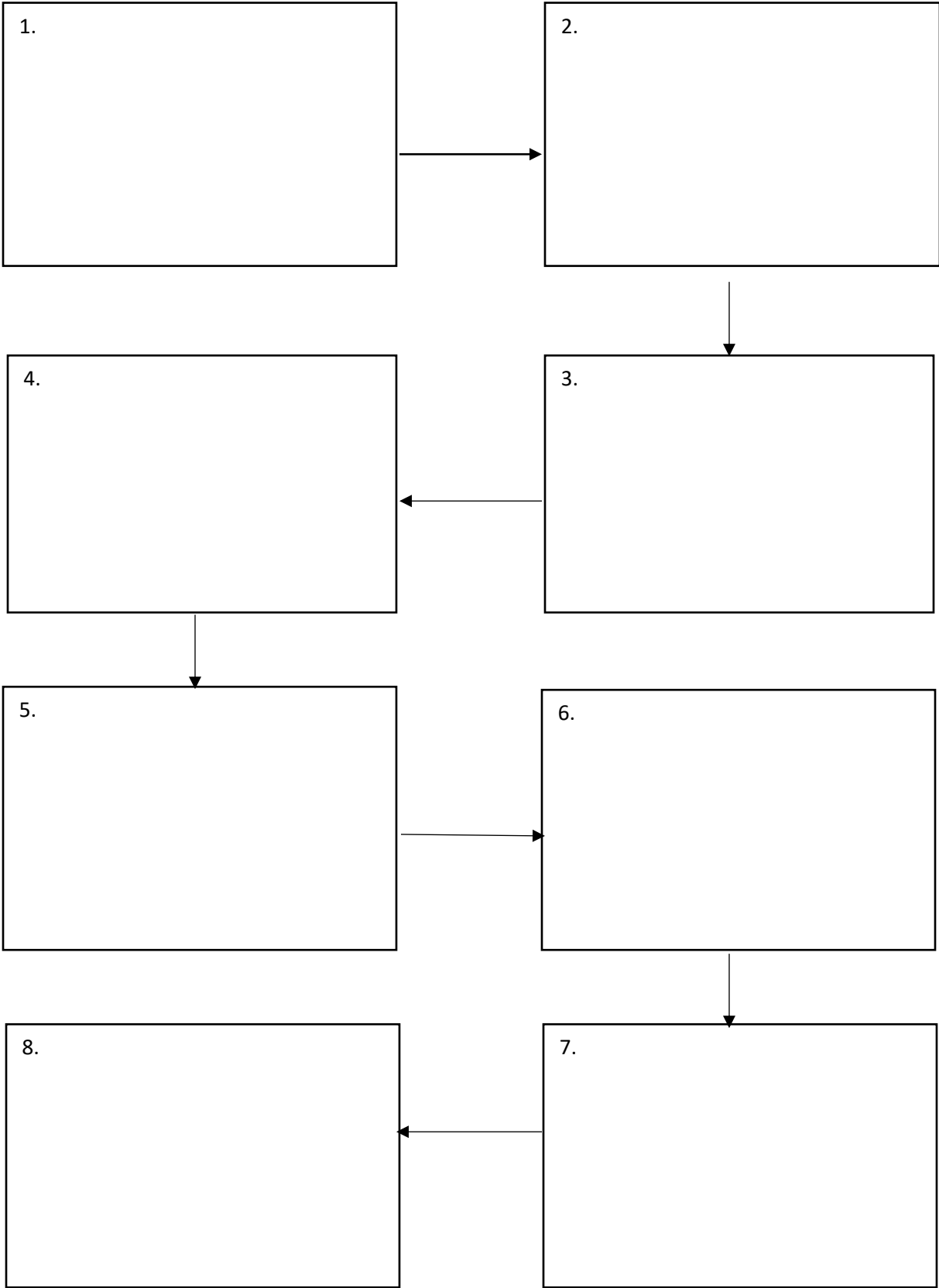
_____ – Also known as a bill during Youth & Government. This piece of legislation proposes a new law or amends an existing law. These pieces of legislation usually get the most serious consideration, because these bills actually propose changes in the laws of our state and have a real impact upon our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

ORS stands for:

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

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

How a bill becomes law in Oregon



Where to find bill ideas

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

1. _____

2. _____

3. _____

4. _____

5. _____

Within 24 Hours

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

- _____

- _____

- _____

- _____

- _____

- _____

- _____

Choosing Your Topic

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

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

- Ask yourself–What do I consider to be the burning issue for Oregon, the nation or global community?
- The following is a list of possible ideas for legislation. Do not simply select one of the topics in the list, rather use this list to stimulate your thinking.
 - Education – school funding, teachers, special needs, school activities
 - Environment – pollution, recycling, waste, fuel, alternative energy
 - Human Services – public assistance, child abuse, civil rights
 - Government – taxes, term limits, elections, public funding
 - Law – police, juveniles, prisons, gun control
 - Health – abortions, STD's, substance abuse, LBGT, immunizations
 - Economics – labor unions, wages, tourism, incentives, budget deficits
 - Transportation – motor vehicles, speed limits, trains, public transportation, tolls, highways, bridges, trucks, busses

Bill Idea Worksheet

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

Bill Idea #1

Bill Idea #2

Bill Idea #3

Bill Idea #4

Bill Idea #5

Possible Bill Ideas

Listed below are some possible bill ideas:

1. Oregon should raise the minimum drinking to 25.
2. Restore all voting rights to felons.
3. School uniforms should be mandatory in public schools.
4. The guillotine should be implemented for the death penalty.
5. The school week should be extended to include Saturday if school days are shortened.
6. The maximum speed limit should be reduced to 45 mph.
7. Cultural Competency courses should be mandatory to graduate from public high school.
8. The legal age to get a tattoo should be increased to 21.
9. Stereos should be banned from all motor vehicles.
10. Driver's licenses should be revoked for one year for individuals found guilty of littering.
11. Prostitution/gambling/road racing should be legalized.
12. Lower the voting age to 16
13. Ban all testing on animals.
14. Ban zoos in Oregon.
15. Institute prayer in public schools in place of the pledge of allegiance
16. Oregon high school graduation requirements.
17. Allow 14 year olds to get their driver's license.
18. Televisе all criminal death penalties.
19. All public middle and high school student's drug tested if participating in school sports.
20. A sales tax vs. state income tax.
21. Free in state college tuition for residents of Oregon State.
22. College sports players should be paid for playing their sport.
23. Metal detectors in all public high schools.
24. Those over the age 70 will no longer be able to drive.
25. Boxing/MMA banned as a sport.
26. Freedom of speech should be protected no matter how offensive.
27. All public middle school staff required to wear school uniforms.
28. Free birth control/condom distribution in public middle/high schools.
29. Cell phones illegal for anyone under the age of 16.
30. Mandatory recycling programs in all public schools.
31. Free HIV testing available in all public high schools.
32. Those receiving state assistance be drug tested randomly/do community service hours.
33. Allow states to nullify federal laws.
34. Human cloning should be legal.
35. Term limits for Supreme Court Justices
36. Sale of firearms online banned.
37. Replace all school text books with tablets for students with text books pre-loaded.
38. Ban smoking in vehicles.

39. Ban tattoos and body piercings for anyone under the age of 18.
40. Lower the legal drinking age to 18.
41. All public school teachers allowed to carry firearms.
42. Mandatory concussion testing for all student athletes.
43. Weekday curfew of 10 pm to those under the age of 18.
44. Vehicle emissions tests mandatory in all Oregon State Counties.
45. All public school lunches free to all students.
46. "Eye for an Eye" law.
47. Ban the sale of E-Cigs.
48. Military recruitment on public high school property.
49. Get rid of the death penalty within Oregon.
50. Lower the age to purchase state lottery scratch tickets to 16.
51. Airlines passengers pay by weight for airline tickets.
52. All public schools have closed circuit cameras in all classrooms.
53. Police brutality.
54. All public school sports must have a doctor on site during games.
55. State legislators may only serve two terms in office.
56. Legislators will not be paid for their time if they go into extended session.
57. School credit for participation in an out of school civics engagement program.
58. Standardized testing will not determine funding for public schools.
59. All public schools will be able to require a student to repeat a class if they do not pass.
60. Ban the sale of all gel hand sanitizers to those under the age of 21.
61. All public schools will start later in the day and go later into the day.
62. Corporal punishment would be reintroduced into public schools.
63. Increase the age to receive a driver's license to 18.
64. Purchase of any animal/reptile/insect must require written knowledge test

Websites for possible bill ideas:

www.procon.org

www.debate.org

www.wikipedia.org (list of controversial issues)

Tips on Writing Your Bill

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

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

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

- **Debatability** – people are going to want to argue your bill from both sides of the issue. If you can't think of an argument against your bill, you should probably choose a different one.
- **Importance** – the idea here is that a bill that affects a lot of people or a wide variety of people is better than a bill that only affects a few people or a narrow range of people. If a topic has been in newspapers, internet, or on TV, than it may be a good bill topic.
- **Feasibility** – could your bill actually work the way you want it to in the real world; it is realistic?
- **Researchability** – are you going to be able to find facts, statistics, and news articles supporting your idea?

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

Mapping Out Your Bill

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

Use this worksheet to help "map" out your bill.

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

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

Option #1

Option #2

Option #3

Mapping Out Your Bill (cont.)

Which option do you think is the best and why?

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

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

Is this a state issue or national issue and why?

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

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

Bill Drafting Guidelines

There are three different types of proposed legislation in the YMCA Oregon State Youth Legislature:

1. **Legislative Act** – used to enact a new law or change an existing law by adding, repealing, or amending.
2. **Resolution** – applies to matters external to the legislature, such as the State Constitution or the YMCA Youth & Government Program. Used to state a policy or directive to a state agency. Also used to express gratitude, regret or concern about a state issue that does not require law, i.e.: declaring the fourth Thursday of February as “Youth and Government Day.”
 - a. Concurrent Resolution – used to express sympathy, gratitude, etc.
 - b. Joint Resolution – used to amend the State Constitution, direct a state agency or a state policy.
3. **Memorial** – in essence a letter to Congress, the President, or federal agencies on matters of national interest. Used to request action or express an opinion.

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

Legislative Acts (bills) usually get the most serious consideration, because these bills actually propose changes in the laws of our state, and have a real impact upon our quality of life. These bills must pass both chambers by a simple majority vote except for extraordinary votes required by the Oregon Constitution. Three-fifths majority is required for revenue raising bills and two-thirds majority is required to reduce criminal sentencing laws.

Resolutions also have a big impact on our daily life if they relate to the Constitution, which provides the framework for our government. Resolutions in Oregon require a simple majority vote except for those that require an extraordinary vote.

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

How to Say It

Be Direct

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

Use Present Tense

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

Avoid Jargon

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

Feeling Words

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

Words to Avoid

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

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

Bill Format Requirements

All Acts, Memorials and Resolutions

1. Bills must be submitted electronically using the format provided to delegations by the Youth & Government state office.
2. Each bill may be sponsored by not less than two nor more than three students.
3. Each student shall sponsor only one bill.
4. The first person listed on the bill will be the Prime Sponsor.
5. Bills will be assigned to the chamber of the Prime Sponsor.
6. All bills must be submitted by the date on the calendar, late entries will not be included in the Bill Book.
7. The lines of each bill must be double spaced and consecutively numbered beginning with the title (relating to) line.
8. Bills may NOT be longer than 2 pages in length. Additional pages will not be included in the Bill Book.
9. All bills should be written in Verdana font, size 10.
10. Do not insert committee assignment or measure number.
11. All correctly submitted measures will be assigned to a committee and published in the Bill Book.
12. All substitutions, amendments, re-typing, correcting of grammatical errors, or other changes to the published bills may be done only by the appropriate committee during the session in Salem. If the sponsors wish to submit an amended version of their bill, they must introduce it into the committee session for a motion to vote and amend.

Jurisdiction:

The state legislature does not have the authority to pass measures about the following:

- Powers of Congress – i.e. raising money, regulating interstate commerce or U.S. foreign policy.
- Issues which may be unconstitutional under either the state or U.S. constitution, i.e. limiting the freedom of state or press, limiting rights of a defendant in a criminal case or discrimination based upon race, religion, sex or age.

An Act

1. **Heading** (required)
 - The heading (the line immediately preceding the first line) of a legislative act reads “AN ACT”
2. **Short Title** (required)
 - On line one (1) of a bill. Begins with the words “An Act Relating To”. The title generally describes the subject matter of the bill.
 - Should contain only one subject matter and issue.
 - List existing laws that are being repealed or amended.
3. **Enacting Clause** (required)
 - Type in all capital letters on the next line immediately following the title “BE IT ENACTED BY THE YMCA YOUTH LEGISLATURE OF THE STATE OF OREGON”
4. **Sections**
 - Each section must be indented and numbered consecutively.
 - Immediately follows enacting clause and contains actual legislation.
 - Should not contain reasons for the law or why it is a good idea (“Whereas” clauses).
 - Each new thought should be contained in a separate section.
5. **Amending an existing Bill**
 - Body of bill must contain complete section being amended.
 - Words to be added are underlined and words to be omitted are [bracketed].
 - Body of bill should contain separate section for each section of ORS being amended.
 - Begin each section with “ORS - - - is amended to read...”
 - If repealing entire statute or section of statute, may do so without including entire section in brackets. Simply provide “ORS ---- is repealed”.
 - List ORS numbers in numerical order with lowest number first.
6. **Special Provisions**
 - **Emergency Clause**
 - Bills take effect ninety days after the end of the session. If the bill is to take effect sooner, an emergency clause must be included (except for bills relating to taxation).
 - Example: “Section __. This Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist and this Act shall take effect on its passage”... or “and this Act shall take effect on the __ day of ____, 20__”.
 - **Referendum Clause**
 - Used if the legislature wants the bill to be voted upon by the people.
 - Example: “Section __. This Act shall be submitted to the people for their approval or rejection at the next regular general election held throughout the state”.

Example of an Act

AN ACT

1 An Act Relating to: **(Insert the short title of the bill)**

2 BE IT ENACTED BY THE YMCA YOUTH LEGISLATURE OF THE STATE OF OREGON:

3 SECTION ONE:

4 SECTION TWO:

5 SECTION THREE: This act takes effect in 90 days.

OR

6 SECTION THREE: This act being necessary for the immediate preservation of the

7 public peace, health, and safety, an emergency is declared to exist

8 and this Act shall take effect on its passage. **(Only if effective immediately)**

9 and this Act shall take effect on the __ day of __, 20__. **(Only if date is specified)**

Memorial

1. **Heading** (required)
 - The heading (the line immediately preceding the first line) of a Memorial reads "A MEMORIAL"
2. **Short Title** (required)
 - On line one (1) of a bill. The title generally describes what the Memorial accomplishes.
 - Should contain only one subject matter and issue.
3. **Address Clause** (required)
 - Type in all capital letters on the next line immediately following the title "TO THE HONORABLE DONALD TRUMP, PRESIDENT OF THE UNITED STATES, AND TO THE PRESIDENT OF THE SENATE AND THE SPEAKER OF THE HOUSE OF REPRESENTATIVES OF THE UNITED STATES, TO THE SENATE AND THE HOUSE OF REPRESENTATIVES, IN CONGRESS ASSEMBLED"
4. **Introductory Clause** (required)
 - Follows the address clause. "We, Your Memorialists, the Senate and House of Representatives of the YMCA Youth Legislature of the State of Oregon, in legislative session assembled, respectfully represent and petition as follows:
5. **Preamble**
 - "Whereas" clauses; states reasons for memorial. May be omitted if desired.
 - The next to last section of a Memorial is a summary of the request or petition and is headed: "NOW, THEREFORE, We your Memorialists, respectfully request..." (followed by request or suggestions summarized).
6. **Resolving Clause** – States what is to be done. "BE IT RESOLVED, by the 72nd Youth Legislative Assembly of Oregon YMCA Youth and Government that ..."

Example of a Memorial

A MEMORIAL

1 (Insert description of what the memorial accomplishes)

2 TO THE HONORABLE DONALD TRUMP, PRESIDENT OF THE UNITED STATES, AND TO

3 THE PRESIDENT OF THE SENATE AND THE SPEAKER OF THE HOUSE OF

4 REPRESENTATIVES OF THE UNITED STATES, TO THE SENATE AND THE

5 HOUSE OF REPRESENTATIVES, IN CONGRESS ASSEMBLED

6 We, Your Memorialists, the Senate and House of Representatives of the YMCA Youth

7 Legislature of the State of Oregon, in legislative session assembled, respectfully

8 represent and petition as follows:

9 WHEREAS, (Insert supporting facts of your Memorial)

10 WHEREAS, (May have multiple WHEREAS clauses)

11 NOW, THEREFORE, We your Memorialists, respectfully request (insert what you are

12 specifically requesting. Should be similar to title)

13 BE IT RESOLVED, That copies of the Memorial be immediately sent to the Honorable

14 Donald Trump, President of the United States, the President of the Senate, the Speaker

15 of the House of Representatives, and each member of Congress from the State of

16 Oregon.

Resolution

1. **Heading** (required)
 - The heading (the line immediately preceding the first line) of a Resolution reads "A RESOLUTION"
2. **Short Title** (required)
 - On line one (1) of a bill. The title generally describes what the Resolution accomplishes.
 - Should contain only one subject matter and issue.
3. **Resolving Clause** (required)
 - Type in all capital letters on the next line immediately following the title "BE IT RESOLVED BY THE SENATE AND HOUSE OF REPRESENTATIVES OF THE YMCA YOUTH LEGISLATURE OF THE STATE OF OREGON, IN LEGISLATIVE SESSION ASSEMBLED"
4. **Preamble**
 - "Whereas" clauses; states reasons for resolution. NOTE: not used when amending Oregon Constitution.
 - "That" clauses; states what is to be done.
5. **Referendum Clause**
 - BE IT FURTHER RESOLVED, That the Secretary of State shall cause notice of this constitutional amendment to be published at least four times during the four weeks next preceding the election in every legal newspaper in the state.

Example of a Resolution

JOINT RESOLUTION

1 Relating to: (Insert description of what the resolution accomplishes)

2 BE IT RESOLVED BY THE SENATE AND HOUSE OF REPRESENTATIVES OF THE YMCA

3 YOUTH LEGISLATURE OF THE STATE OF OREGON, IN LEGISLATIVE SESSION

4 ASSEMBLED

5 THAT, At the next general election to be held in this state the Secretary of State shall

6 submit to the qualified voters of the state for their approval and ratification, or

7 rejection, an amendment to (constitutional citation being amended) of the Constitution

8 of the state of Oregon to read as follows:

9 (Enter text of constitutional citation with new information underlined or removed

10 information with a ~~strikethrough~~)

11 BE IT FURTHER RESOLVED, That the Secretary of State shall cause notice of this

12 constitutional amendment to be published at least four times during the four weeks

13 next preceding the election in every legal newspaper in the state.

Act Outline Worksheet

- What do you want to do? (be brief)

- What ORS does this relate to?

- Are you creating, changing or getting rid of an ORS?

- What words do you need to define?

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

- Is there a penalty?

- If so, what is it?

- Which governmental department would enforce this penalty?

- Is there any money needed to fund your bill?

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

- Is money generated by this law?

- If so, how much and how?

- What would that money be used for?

- How soon would you want this to become law?

Notes:

Finances for your Act

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

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

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

How do you plan on paying for this bill?

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

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

What is the total amount that you bill will cost?*

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

How to turn your Act outline into an Act

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

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

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

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

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

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

Memorial Outline Worksheet

1. What do you want to do?

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

a) _____

b) _____

c) _____

d) _____

How to turn your Memorial outline into a Memorial

Each of your reasons (a-e) becomes a WHEREAS statement

What you want to do becomes the NOW, THEREFORE statement

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

Be concise – the less words you use to convey what you want the better.

Sample Bills Small Group Exercise

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

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

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

Sponsors: Holden Gaupo and Metta Beshay and Claire Bjornson

School/YMCA: West Salem High School

AN ACT

1 An Act Relating to: A tax on beverages with added sweeteners.

2 BE IT ENACTED BY THE PEOPLE OF THE STATE OF OREGON:

3 SECTION ONE: Definitions.

4 Artificially sweetened beverage shall be defined as any beverage containing added
5 amounts of any natural sweeteners, artificial sweeteners, sugar alcohols or any other
6 ingredients used to sweeten the beverage such as but not limited to: acesulfame-k,
7 agave nectar, cane juice, corn syrup, glycerol, high fructose corn syrup, honey, fruit
8 juice concentrates, maple syrup, neotame, polydextrose, stevia, aspartame,
9 saccharin, sorbitol, sucralose, sugar and xylitol.

10 SECTION TWO: The sale of any artificially sweetened beverage shall be subject to a
11 tax of a rate of one cent per fluid ounce.

12 SECTION THREE: The tax shall be levied at the final point of sale to the consumer.

13 SECTION FOUR: Any business that is found avoiding the tax shall be subject to the
14 original tax as well as a punitive measure of equal amount to the tax owed.

15 SECTION FIVE: This bill shall take effect 120 days after it is passed.

16 SECTION SIX: All revenue collected is to be directed towards the general budget for
17 the state of Oregon.

Sponsors: Janice Yan, Rachel Bock
School/YMCA: McNary Relating to: driver's instruction permits

A BILL FOR AN ACT

1 **Section 1:**

2 **ORS 807.280.** Is amended to read:

3 (1) The Department of Transportation shall provide for the issuance of instruction
4 driver permits in a manner consistent with this section. A person who is issued an
5 instruction driver permit may exercise the same driving privileges as those under the
6 class of license or endorsement for which the permit is issued except as provided in
7 this section or under the permit. Except as otherwise provided in this section, an
8 instruction driver permit is subject to the fees, provisions, conditions, prohibitions
9 and penalties applicable to a license or endorsement granting the same driving
10 privileges.

11 (2) The department may issue an instruction driver permit to a person who is
12 qualified to obtain the same driving privileges under the corresponding class of
13 license or type of endorsement except for the person's age or lack of experience in
14 the operation of motor vehicles subject to the following:

15 (a) An applicant must be 15 years of age or older to receive the same driving
16 privileges as are granted under a Class C license.1

17 **Section 2:**

18 Persons driving with a Class C instruction drivers permit are subject to the following
19 conditions:

20 (a) Any vehicle driven by a driver with an instruction permit must display in the
21 rear window, clearly visible to vehicles following, a placard identifying the driver as a
22 learning driver.

23 (A) The placard will be transparent plastic capable of mounting to a window.

24 (B) The placard must be at least 5 inches high by 7 inches wide.

25 (C) The placard must display a capital letter "L" at least 4.5 inches high, and
26 contain the words: LEARNING in 2 inch high letters and, 3/4ths of an inch below
27 "learning", the word DRIVER in 2 inch high letters.

28 (D) All lettering must be white.

29 (E) The placard must be mounted in the left (driver's side) rear window.

30 **Section 3:**

31 The only fees required for issuance of an instruction driver permit are the instruction
32 driver permit issuance fee under ORS 807.370. and an additional\$6.00 for the use of
33 an approved learners placard. If the placard is returned in useable condition, \$3.00
34 of this fee shall be refunded.

35 (4) A Class C instruction driver permit shall be valid for 24 months from the date of
36 issuance. All other instruction driver permits issued under this section shall be valid
37 for one year from the date of issuance. A permit issued under this section may not
38 be renewed.

Sponsors: Nelson Peterson
School/YMCA: McNary

A RESOLUTION

1 Relating to: national drinking age

2 BE IT RESOLVED BY THE YOUTH LEGISLATIVE ASSEMBLY OF OREGON YMCA

3 YOUTH & GOVERNMENT:

4 SECTION ONE:

5 To the Honorable Senate and House of Representative of the United States of
6 America, in Congress assembled. We, your memorialists of the 63rd session of the
7 Oregon Youth Legislative Assembly, in Legislative session assembled, most
8 respectfully represent as follows:

9 WHEREAS. At the age of eighteen years, you are considered an adult by the
10 government and thus are required to sign-up for the draft, running the risk of
11 being drafted by the military in times of crisis,

12 WHEREAS, you gain the right to vote for president elect of your country, and have all
13 the rights of the adult citizens of the United State and Oregon, yet one of the few
14 rights you do not earn is the right to consume alcoholic beverages;

15 WHEREAS, Congress has previously passed legislation that punishes states that have
16 a drinking age for people under 21 years of age;

17 BE IT RESOLVED BY THE 63rd SESSION FOR OREGON YMCA YOUTH &

18 GOVERNMENT:

19 Light Alcohol is defined as the following: a beverage containing 8%
20 or lower alcohol content.

21 SECTION 1: Congress should pass legislation that allows states to lower the light
22 alcohol age to the voting age without federal penalty.

23 SECTION 2: Once the federal Government passes a law described in this memorial,
24 there will be a time limit of 4 years within which time there must be a re-vote by the
25 federal government within 30 of the time this law expire.

BILL WRITING CHECKLIST

- Has only one subject matter.
- Has not less than two, or more than three sponsors.
- Technical correctness
- Act has an ORS number reference
- Relates to state issues – not federal, county or city issues.
- Conforms to state and U.S. constitutions.
- Numbers and figures are expressed in words
- Monetary sums are expressed in words
- Number every line beginning with the title by consecutive Arabic figures (1, 2, 3)
- Spelling and grammar are correct
- Typed in 10 point Verdana
- Is typed accurately and double spaced on template provided by State Office for the current year.
- Every sentence is a statement in the third person
- No opinions, questions or statements of intent
- No use of “feeling” words in body of the bill
- Use the active voice
- Uses concise, everyday language.
- Is brief and simple.
- Includes an effective date.

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

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

Feasibility

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

BILL WRITING CHECKLIST (cont.)

Relevance

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

Provision if cost is a factor

- Fiscal note is properly formatted on bill
- Source of income is provided
- Collection method is provided
- Administration of any disbursement of funds is provided
- If measure requires expenditure of money, the amount and source of the funds are identified.

Electronic Resources

YMCA Youth & Government

www.theyonline.org/youth-government

Legislative Sites

Legislature, general	https://www.oregonlegislature.gov/
House of Representatives	https://www.oregonlegislature.gov/house
Senate	https://www.oregonlegislature.gov/senate
District finder	https://www.oregonlegislature.gov/findyourlegislator/leg-districts.html
Oregon Revised Statutes (ORS)	https://www.oregonlegislature.gov/bills_laws/Pages/ORS.aspx
Oregon State Constitution	https://www.oregonlegislature.gov/bills_laws/Pages/OrConst.aspx

Executive and State Agencies

Governor	http://www.oregon.gov/gov/pages/index.aspx
Secretary of State	http://sos.oregon.gov/Pages/index.aspx
Attorney General	https://www.doj.state.or.us/
State of Oregon	http://www.oregon.gov/pages/index.aspx
Department of Agriculture	http://www.oregon.gov/oda/pages/default.aspx
Department of Administrative Services	http://www.oregon.gov/DAS/pages/index.aspx
Department of Education	http://www.oregon.gov/ode/pages/default.aspx
State Board of Education	http://www.oregon.gov/ode/about-us/stateboard/Pages/default.aspx
Employment Department	http://www.oregon.gov/employ/pages/default.aspx
Department of Fish and Wildlife	http://www.dfw.state.or.us/
Gaming Division	http://www.oregon.gov/OSP/GAMING/pages/index.aspx
Department of Human Services	http://www.oregon.gov/DHS/pages/index.aspx
Higher Education Coordinating Commission	http://www.oregon.gov/highered/pages/index.aspx
Civil Rights Division	http://www.oregon.gov/BOLI/CRD/pages/index.aspx
Bureau of Labor and Industries	http://www.oregon.gov/BOLI/pages/index.aspx
Department of Consumer and Business Services	http://www.oregon.gov/DCBS/pages/index.aspx
Oregon Liquor Control Commission	http://www.oregon.gov/OLCC/pages/index.aspx
Oregon Lottery	https://www.oregonlottery.org/about/
Department of Transportation	http://www.oregon.gov/ODOT/Pages/index.aspx
Oregon Government Ethics Commission	http://www.oregon.gov/ogec/pages/index.aspx
Corporation Division Public Records	http://sos.oregon.gov/business/Pages/corporation-division-public-records-online.aspx
Criminal Justice Commission	http://www.oregon.gov/v3replaced/Pages/index.aspx
Supreme Court	http://www.courts.oregon.gov/Supreme/Pages/index.aspx

Opening Comments Worksheet

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

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

- _____

- _____

- _____

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

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

Senate Chambers–March 28, 2000

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

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

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

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

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

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

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

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

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

Senator Robb from Virginia

Public Speaking

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

Know Your Content

Research your bill as exhaustively as possible

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

How to improve the content of your presentation

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

Vary Your Voice

Volume - Be sure you can be heard without shouting

- Tone, your voice tone may represent enthusiasm, fear, sorrow or another emotion. Be sure you are using a tone appropriate to your presentation
- Pitch - Is your voice too high or too low? Can you manipulate it for clearer understanding and fewer distractions?
- Pace - Speak slowly so your audience can understand your message

How to improve your voice

- Listen to your voice!
- Practice your presentation and monitor your voice
- Record 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 at least three times. It will be helpful to practice with a partner or in front of a mirror in order to receive immediate feedback.

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

Making Your Case

A. Opening Statements

- I. States the purpose of your piece of legislation
- II. Clears up any confusing vocabulary at the beginning of debate
- III. States your opinion or why you wrote the bill
- IV. Is clear and concise

B. Closing Statement

- I. Clears up any confusion caused by people speaking out on your bill
- II. Restates pivotal points
- III. Responds to untrue statements made by legislators
- IV. Is clear and concise

C. Bill FAQ Sheet

- I. Write down all of the commonly asked questions about your bill and to come up with good answers to those questions so that you can be prepared in the future
- II. Keep it in front of you during debate so that you can reference it quickly.

Parli Pro 102

Adjourn

Ending of a meeting or legislative session; adjournment of the House or Senate takes place at the close of each legislative day.

To raise a question of privilege.

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

Extend debate period

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

Extend question and answer period

Any member may move to extend question and answer time. Motion must be specific to the amount of time being extended. This motion requires a 2/3 majority vote for passage.

Refer to committee

A motion made to delay action and have a committee discuss a motion in detail and come back with a recommendation. This is useful when a motion needs to be discussed at greater length than possible in a regular session.

Committee of the Whole

This motion is suitable to large assemblies. The procedure is invoked by a motion to commit to the committee of the whole. The motion requires a majority vote.

Amending a bill.

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

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

Reconsider

The motion to reconsider is a distinct parliamentary motion. When you use the word reconsider in a parliamentary situation, it refers only to a specific motion. This motion must be made by a person who voted on the prevailing side of the motion to be reconsidered.

Question of Order

Used to enforce or maintain the rules of order.

Parliamentary Inquiry

The purpose of this motion is to obtain information so as to understand the parliamentary situation better so that you can decide whether to make a particular motion. Or used if you would like to know the effect of the pending motion.

Request for Information

This is a request directed to the chair, or through the chair to another person, for information relevant to the business at hand.

Withdraw a motion

A time may come when you make a motion that turns out to be just a bad idea; you don't really want it to be considered, but the chair has stated the motion, and it now technically belongs to the group. In situations like this, a special request is available only to you, as the maker of the motion. You can request that the motion be withdrawn (or changed).

The following motions will not be entertained for any reason:

1. To suspend the rules nor adopt any other parliamentary model to supersede the rules of order
2. To do business under the call of the senate/house
3. To impeach
4. To postpone indefinitely

Voting tips:

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

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

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

All votes shall be by voice, aye/nay. If a division is demanded or the presiding officer is in doubt, a standing vote shall be taken.

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

There shall be no oral roll call votes.

Outline of Parliamentary Motions

	Second?	Amendable?	Debatable?	Vote	Interrupt Speaker
Privileged Motions					
Adjourn	Yes	No	No	Maj.	No
Recess	Yes	Yes	No ¹	Maj.	No
Question of privilege	No	No	No	²	Yes
Subsidiary Motions					
Extend debate period	Yes	No	No	2/3 ⁴	No
Extend question and answer	Yes	Yes	No	2/3 ⁴	No
Refer to Committee	Yes	Yes	Yes	Maj.	No
Committee of the Whole	Yes	Yes	Yes	Maj. ⁶	No
Amend	Yes	Yes	³	Maj.	No
Main Motions					
General business	Yes	Yes	Yes	Maj.	No
Reconsider	Yes	No	³	2/3 ⁵	Yes
Override Governor's Veto	Yes	No	Yes	2/3 ⁴	No
Incidental Motions					
Question of order	No	No	No	²	Yes
Appeal decision of the Chair	Yes	No	³	Maj.	Yes
Parliamentary inquiry	No	No	No	²	Yes
Request for Information	No	No	No	²	Yes
Withdraw a motion	No	No	No	²	No

Notes:

¹ Motion to amend motion to recess is debatable

² Vote not required—is the decision of the chair only.

³Debatable only when the motion to which it applies is debatable.

⁴ Of those voting

⁵ Member making motion must have voted in majority on original decision.

⁶ Vote on the amendment itself must be unanimous to pass

A **privileged motion** is a motion that is granted precedence over ordinary business because it concerns matters of great importance or urgency. Such motions are not debatable, although in case of questions of privilege, the chair may feel the need to elicit relevant facts from members.

A **subsidiary motion** is a type of motion by which a deliberative assembly deals directly with a main motion prior to (or instead of) voting on the main motion itself. Each subsidiary motion ranks higher than the main motion and lower than the privileged motions, and also yields to applicable incidental motions.

A **main motion** is a motion that brings business before the assembly. Main motions are made while no other motion is pending. Any of the subsidiary, incidental and privileged motions may be made while the main motion is pending, and in many cases these motions, if passed, will affect the assembly's consideration of the main motion.

The term **incidental motion** refers to any motion when made in direct connection with a motion to be introduced, a pending motion, or a motion that has just been pending.

Hints to successful debate

MAKE EYE CONTACT!!! Show the five C's

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

Prepare

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

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

Mechanics of Speech

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

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

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

Voice – change it for emphasis but don't talk too loudly or too softly.

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

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

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

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

Movements – don't be afraid to move around a bit, but don't stray too far from your information and notes.

Techniques for Legislative Debating

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

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

1. Debate is conducted through _____

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

2. Recognition to debate is a _____

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

3. Make sure you identify yourself.

Youth & Government rules require that after thanking the presiding officer you state your _____ before you begin to speak...this is self-explanatory.

6. State why you are being recognized.

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

7. Never get personal.

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

8. Debate is scholarly, not an insult contest!

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

This is the democratic process, not Broadway!

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

State your main points clearly and succinctly.

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

Put the Prime Sponsor to work!

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

Do not argue from a high school perspective.

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

Closing your speech properly can make a difference.

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

Know your time:

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

Most Common Mistakes

Made by members of the Legislative body

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

Made by the Chair

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

Glossary of Legislative Terms

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

Act – A bill adopted by the Legislature.

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

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

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

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

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

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

Bicameral – Composed of two chambers or two legislative bodies.

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

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

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

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

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

Chair – Presiding officer.

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

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

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

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

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

Debatable – Open for discussion or argument.

Debate – Discussion of a matter following parliamentary rules.

Division – A method of voting by standing.

Docket – A list or schedule of pending business/bills to be heard (also may be referred to as a calendar).

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

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

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

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

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

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

Governor – The chief executive officer of the state.

House of Representatives – Lower chamber of our two-body legislature. The House has 60 members who serve a two year term.

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

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

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

Lobbyist – A person who tries to get legislators to introduce or vote for measures favorable and against measures unfavorable to an interest that he or she represents.

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

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

Move – A formal request for action.

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

ORS – Oregon Revised Statutes. A codification of current statutes as enacted and amended.

Page – Students who assist the House and Senate.

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

Point of Order – A demand or request by a member for a legislative body to adhere to its rules of procedure.

President – Presiding officer of the Senate

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

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

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

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

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

Rescind – To take back.

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

Senate – Upper chamber of our two-body legislature. The Senate has 30 members who serve four-year terms.

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

Session – A duly called meeting of a Committee, the House of Representatives, or Senate.

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

Speaker – Presiding officer of the House of Representatives.

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

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

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

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