



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Oklahoma YMCA Youth in Government

Red Book 2012–2013 Edition

Sponsored by Hatton W. Sumner's Foundation

YMCA OF GREATER OKLAHOMA CITY
www.ymcaokc.org 405 297 7777



OKLAHOMA YMCA YOUTH IN GOVERNMENT PROGRAM
ANNUAL CALENDAR 2012-2013

AUGUST '12

15 BULLETIN #1 (mailed from the State Office)

Distribution of annual calendar to all clubs
Request for club registration and mailing list revisions
Registration information on Officer Training & Delegate Training Seminar. New Program information

**25 State Officers and Club Representatives training
(3 from each club) in OKC, 10 AM-3:30 PM.**

SEPTEMBER '12

Local: Clubs formed, rosters developed, information to State Office

**13 Advisor training at the Corporate Office in OKC
6:30-8:30 PM with dinner.**

**22 Southern District Delegate Training at
Southmoore**

High School 8:30 AM – 4:00 PM

BULLETIN #2 Handed out at Advisor's meeting

District Conference registration information

Oklahoma State Conference information

Youth Leadership qualifications and State Award criteria

**29 Northern District Delegate Training at Guthrie
High School 8:30 AM – 4:00 PM**

BULLETIN #2 Handed out at Advisor's meeting

District Conference registration information

Oklahoma State Conference information

Youth Leadership qualifications and State Award criteria

OCTOBER '12

LOCAL: Students get local training in program sections-Choices are made as to which Section they will participate in training secured by club sponsors.

19 Club rosters and student permission/conduct forms are due with \$25 delegate membership dues (PO#). Fee is \$30 per

delegate after Oct. 19. Deadline for District Conference Online Registration due at State Office. Bills registered online on October 19. Scholarship & officer applications due with registration for state.

NOVEMBER '12 New financial year starts for Youth and Government

10 Southern District Conference Southmoore 8:30-4:00 Bulletin #3 given out at conference.

17 Northern District Conference-Guthrie 8:30-4:00 Bulletin #3 given out at conference.

STATE BOARD MEETING 12:00-1:00 PM at Guthrie

December '12 14 Early bird registration ends for State Conference, \$82.00 by this date and \$92.00 after December 14.

January '13 14 Bill revisions due to State Office for State Bill Book-State Registration due and no registration after this date. Registration on website: www.okymcayag.net Hotel Reservation due to Sheraton Hotel

18 Youth Officer Training at Downtown YMCA, OKC

19 State Board Meeting, YMCA Corporate Office

24-27 Texas Youth and Government Conference, Austin

FEBRUARY '13

7-9 OKLAHOMA STATE CONFERENCE, OKC

MARCH '13 29 7&8th Grade Model Legislative Day at Capitol

**APRIL '13 20 State Board Meeting 9-11 AM in OKC
Registration for Youth Governor**

MAY '13 11 Registration for CONA participates.

CONA Training

**JUNE '13 ANNUAL YOUTH GOVERNOR CONFERENCE,
WASHINGTON, D.C.**

**JULY '13 June 28-July 5 CONFERENCE ON NATIONAL
AFFAIRS, BLACK MOUNTAIN, N.C.**

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Mission Statement:

To provide a unique laboratory experience helping participants reach their potential as citizens and leaders.

Oklahoma YMCA Youth In Government:

A History

The Oklahoma YMCA Youth In Government Program began in 1951 as a program dedicated to aid high school and junior high school students from across the State of Oklahoma have the unique ability to learn about the State governmental process. The rationale for the entire program is that informed citizens are better citizens. Youth In Government uses the educational approach, but in a different way – members learn by actually doing. In 2011, the name changed from Youth In Government to Youth In Government to align with the national organization.

From 1951 through 1971 the program was supervised and directed by the Southwest Area Council of YMCA's with the following professional staff serving as directors: W.C. Maupin, Wendell Douglas, Lawson Kately and Bill Theiss.

The Youth In Government program as met at the Oklahoma State Capitol since its inception. Over 12,000 high school and junior high school young men and women have participated in the Legislative and Judicial sections. The News Media was added to the program in the sixties due to the Legislative and Judicial sections filling to capacity.

After the 1971 State Conference the Southwest Area Council of YMCA's dropped the direction and leadership of the program. Several YMCA Executive Directors committed to the program,

along with the Oklahoma State Committee, chaired by G.M. Fuller, an Oklahoma City attorney, vowed to continue providing sponsorship and leadership to make sure the program did not drop.

Ed Jezek, Executive Director of the Shawnee YMCA, served as the State Director from 1971 through 1973. Floyd Treiber, Executive Director of the Ponca City YMCA, started serving as State Director in 1974. He served continually through the 1990 State Conference with the exception of one year while Jim Giles served as director in 1976. Chris Olin became the director in 1989 and served the program through 1999. Kelly Kay served as State Director for the 1999 and 2000 conferences. Stan Barton has served as the State Director since the fall of 2000.

The Board of Directors was developed in 1990 with Barbara Leach Perkins serving as the first President. Others serving as President are Jim Waldo, David Duncan and Amanda Shankle-Knowlton. Barbara Leach Perkins served a second term from 2007 through 2011. Senator Ralph Shortey was elected as President in 2011.

The Judicial section was dropped from the program in 1973 due to lack of interest and leadership; however, Mike Jezek, Executive Director from Bartlesville, started serving as State Judicial Coordinator in 1986. Coordinators succeeding him are Kelly Kay, David Duncan and Doug Perkins (co-coordinators), and Senator Ralph Shortey.

The Legislative section has been the only continuous section throughout the life of the program. It was lead by Barbara Leach Perkins from 1986 through 1993, Judy Howard and Rick Arrington in 1994, Barbara Leach Perkins from 1995 through 2000. In 2001, Amanda Shankle Knowlton became the State Legislative Coordinator with Barbara Leach Perkins assisting her. As of 2010, Eli Potts moved into the Co-Legislative Coordinator slot.

The News Media section has had two time periods of activity. It began in the 1960s but was discontinued in 1973. It began

again in the 1990s. In the 2000s the News Media section was expanded to include both print and video. In 2011 a new feature was added to the News Media section – Cyber Media. The State Coordinators are Jennifer Owens and Katie Alsup for Print Media and Connie Fawcett for Broadcast Media.

The newest section is the Youth Commission. It is designed for younger or new students in the 10th grade or younger to develop skills necessary in the other YIG sections. It has been lead by Senator Ralph Shortey, Stephanie Williams and Matt Zamarano. It is currently being lead by Barbara Leach Perkins.

Since 1951 the three YIG clubs producing the most Youth Governors have been Stillwater with thirteen, Ponca City High School with eight, and Shawnee High School with five. In 1996, there were two Youth Governors since the 1995 State Conference had to be cancelled due to the Oklahoma City Bombing. The two candidates served together and split the duties.

1951	No Governor	1983	Joy Tudor, Moore
1952	Donald Simmons	1984	Barbara Leach, Stillwater
1953	Unknown	1985	Debra Laefer, Tulsa
1954	Dan Fullerton, Lawton	1986	Barry Nance, Moore
1955	Don Kouri, Lawton	1987	James Westphal, Stillwater
1956	Phil Harris, Shawnee	1988	Kayla Carter, Norman
1957	Luther Elliot, Enid	1989	April Hanley, Norman
1958	John Carlock, Ardmore	1990	Angela West, Sand Springs
1959	Chris Delaporte, Stillwater	1991	Mindy Hampton, Ponca City
1960	Robert M. Young, Ponca City	1992	Cathy Thomson, Norman
1961	Unknown	1993	Juliet Montgomery, Stillwater
1962	Adam Herbert, Jr., Muskogee	1994	Craig Lawler, Stillwater
1963	William Young, Ponca City	1995	Jamaica Potts, Stillwater

1964	James R. Waldo, Shawnee	1996	Robert Houston, Sand Springs
1965	Don V. Cogman, Ponca City	1996	Kurt Merrill, Stillwater
1966	Robert Eversole, Shawnee	1997	Billy Connelly, Weatherford
1967	Unknown	1998	Jason Bussey, Ponca City
1968	Charles A. Gall, Ponca City	1999	Ryan Price, Sand Springs
1969	Glenn M. Ford, Bartlesville	2000	Kyle Barnard, Stillwater
1970	Mark Collum, Shawnee	2001	Mark Parsons, Ponca City
1971	James L. Thompson, Edmond	2002	Michael Berrong, Weatherford
1972	Mark Dodge, Bartlesville	2003	Matt Hamblin, Durant
1973	Jim Whitney, Ponca City	2004	Elizabeth Strasner, Putnam City West
1974	Warren F. Kruger, Lawton	2005	Joshua Watkins, Durant
1975	Janie Thompson, Edmond	2006	Tony Viola, Stillwater
1976	Paul Eyer, Shawnee	2007	Ruby Coyle, Classen SAS
1977	Mark Robertson, Ponca City	2008	Stuart Downey, Westmoore
1978	Anthony Rodriguez, Lawton	2009	Calvin Becker, Sand Springs
1979	Ken Krenz, Stillwater	2010	Cale Curtin, Guthrie
1980	Scott Ingham, Stillwater	2011	Forrest Rogers, Stillwater
1981	Janet Leach, Stillwater	2012	Derek Nguyen, Westmoore
1982	Shannon Thompson, Moore	2013	Libby Wuller, Stillwater

Oklahoma YMCA Youth In Government Purpose

To enhance the development of the American democratic process by enabling young Americans to prepare for moral and political leadership by providing guidance, training, and experience in the theory and practice of determining public policy.

Program Goals

1. To provide leadership training to meet the needs of a democratic society.
2. To provide understanding and awareness of modern government.
3. To provide opportunities for participation in the legislative process.
4. To provide opportunities to become significantly involved in social issues.
5. To develop self confidence and self expression.
6. To provide opportunities to gain experience in political action.
7. To sponsor an inter-association event and laboratory training on the democratic process of our country attractive to high school and junior high school youth.
8. To increase the ability of members to organize ideas clearly, concisely, and persuasively along with giving individuals experience in the art of speech making and debate.
9. To enable the individual to learn to take defeat without discouragement as well as to learn to be tolerant of others' points of view.

Officer Qualifications

All candidates for office or persons wishing to be in a hearing committee leadership team, election committee representatives or conference life committee representatives are required to be a member in good standing of a state registered Youth In Government club. They must have completed the necessary application forms for District and/or State Conferences and have the certification from their local club advisor that they are qualified for their respective position. They must also attend the appropriate District Conference for their position unless an excused absence has been obtained from the State Director. All Youth Officers are role models for the program and must fulfill the following:

1. Be able to speak extemporaneously in public
2. Be acquainted with present day problems and issues
3. Attend Officers' Training Session
4. Have demonstrated leadership ability

In addition to these general qualifications, the following specification qualifications must be met:

Governor & Secretary of State

1. Be 16 years of age by June 15th of year of election (other officer positions do not have this age requirement)
2. Have participated in a prior Oklahoma YMCA YIG State Conference
3. Be a junior in high school (or equivalent in home school)
4. Serve during the next 12 months and provide leadership in next year's Oklahoma YIG State Conference
5. Represent the Oklahoma YIG participants on the YIG Board of Directors.

Lieutenant Governor and Speaker of the House

1. Have participated in a prior Oklahoma YMCA YIG State Conference in the Legislative section
2. Have superior knowledge in parliamentary procedures and experience in presiding
3. Serve during the next 12 months and provide leadership in next year's Oklahoma YIG State Conference
4. Represent the Oklahoma YIG participants on the YIG Board of Directors.

President Pro-Tempore & Speaker Pro-Tempore

1. Have participated in a prior Oklahoma YMCA YIG State Conference in the Legislative section
2. Have superior knowledge in parliamentary procedures and experience in presiding
3. Serve during the current year's Oklahoma YIG State Conference

Senate/House Floor Leader

1. Have participated in a prior Oklahoma YMCA YIG State Conference in the Legislative section
2. Have superior knowledge in parliamentary procedures
3. Serve during the current year's Oklahoma YIG State Conference

Senate/House Sergeant-at-Arms

1. Be at least a sophomore in high school
2. Have a working knowledge in parliamentary procedure.

Senate/House Chaplain, Journal Clerk and Reading Clerk

1. Have the ability to get along with those of his/her own age
2. Have the ability to be firm but not offensive.

Head Lobbyist

1. Have participated in a prior Oklahoma YMCA YIG State Conference with at least one year of experience in the Legislative section
2. Organize the lobbyist docket assignments
3. Have the ability to research bill topics and issues
4. Able to coordinate the lobbyist corps
5. Serve during the next 12 months, attend both District and State Conferences and provide leadership in next year's Oklahoma YIG State Conference.

Chief Justice, Presiding Judge and Attorney General

1. Have participated in a prior Oklahoma YMCA YIG State Conference with at least one year of experience in the Judicial section
2. Have participated as a member of an Attorney Team
3. Have superior knowledge in the judicial process and court procedures
4. Serve during the next 12 months, attend both District and State Conferences and provide leadership in next year's Oklahoma YIG State Conference
5. Represent the Oklahoma YIG participants on the YIG Board of Directors

District Judge

1. Have participated in a prior Oklahoma YMCA YIG State Conference with at least one year of experience in the Judicial section
2. Have participated as a member of an Attorney Team

3. Have superior knowledge in the judicial process and court procedures
4. Serve during the next 12 months, attend District Conference and provide leadership in next year's Oklahoma YIG State Conference

State Print Editor and State Broadcast Editor

1. Have participated in a prior Oklahoma YMCA YIG State Conference in the News Media section
2. Have superior knowledge in News Media procedures and experience in layout and/or production
3. Serve during the next 12 months and provide leadership in next year's Oklahoma YIG State Conference
4. Represent the Oklahoma YIG participants on the YIG Board of Directors.

District Print Editor and District Broadcast Editor

1. Have participated in a prior Oklahoma YMCA YIG State Conference in the News Media section
2. Have a working knowledge in News Media procedures
3. Serve during the current year's Oklahoma YIG District and State Conferences

Campaign Election Rules

1. The newspaper will print a small picture of each candidate along with a synopsis of his/her qualifications as part of the official Voter's Guide. No paid ads are allowed.
2. Individual souvenirs may be distributed. Such items may not exceed 50 cents in value per souvenir. Buttons are included as souvenirs.
3. No posters, flyers or any similar materials may be posted or distributed in area used by YIG, including

- hotel public spaces, elevators, sleeping room floors and the State Capitol Complex.
4. No stickers of any variety that have either a gummed back or a self-adhesive back may be used. Badges and buttons should be attached with pins. No powder, glitter or confetti may be used. No liquid of any kind (including, but not limited to, bubbles and glow sticks) may be used for a campaign at any time. No balloons may be used for any purpose.
 5. No materials may be used by any delegate, candidate, advisor, or YIG guest which may damage any facility, with particular emphasis on protecting the floors and walls. The Youth Secretary of State reserves the right to review all campaign materials and reject any item(s) which could scuff, cut, burn, soil or otherwise damage any facility.
 6. No food or beverages may be used for a campaign.
 7. No campaign activities, candidate ad/s information/profiles shall be distributed, published or broadcast while the polls are open.
 8. YMCA, school or special funds may be used, but must be included in the overall spending limits total. Each candidate must raise his/her own funds for campaigns and activities, including electronic campaigning. Any candidate for the purpose of his/her campaign may accept non-monetary, in-kind contributions, however, the full market value of the good or service must be included on the candidate expenditure form.
 9. Spending limits for Governor is \$150. All other candidates are \$75.
 10. Candidates must file with the Youth Secretary of State their campaign expenses prior to the election.

Section Overviews

Legislative

Act as a Senator or Representative to prepare bills, participate in hearing committees and floor debates plus vote on bills brought to the floor. There is also a Lobbyist section to the Legislature.

Judicial

Research and prepare civil and criminal trials, work with attorney advisors and try cases in actual courtrooms with judges and witnesses. Witnesses dress and act the parts in mock trials while developing public speaking skills.

News Media

Learn reporting and technical writing skills through the development of a multi-issue newspaper. Develop production and broadcast skills through broadcast media. Develop information sharing skills through cyber media.

Youth Commission

Allows first year (freshman and sophomore) delegates to develop skills to be successful in any of the YIG sections. Familiarization with the Legislative, Judicial and News Media sections is provided to allow the student to make an informed choice for future participation.

Code of Conduct

Dress Code

Extreme or shocking hairstyles are not appropriate. Visible tattoos and body piercings (excluding earrings) are not appropriate.

Training Sessions

Casual clothing is acceptable at the Club Officer Training Session, Delegate Training Session, Youth Officer Training Session and CONA Orientation. The wearing of Youth In Government t-shirts is encouraged but not required.

District Conferences

Business casual clothing is acceptable at the District Conferences but business professional clothing is preferred. No blue jeans are acceptable.

State Conference

Business professional clothing is required during the conference sessions (Thursday opening, Friday at the Capitol and Saturday at the Capitol). No blue jeans are acceptable. Casual clothing may be worn during the Friday night mixer activities.

Women's business professional clothing includes business suits (skirts or pants with matching jacket), skirt or pant with blouse or sweater or dresses. No low-cut or inappropriately tight clothing is permitted. Clothing should present a professional look

appropriate for the State Capitol. Shoes with heels more than three inches are not recommended.

Men's business professional clothing includes tailored suit or sport coat with coordinated slacks. Pants should be hemmed and neat. Collared, buttoned shirts (i.e. Oxford style) are required. Ties are required in the courtrooms, committees and on the House and Senate floor. Dress shoes are strongly encouraged.

Delegates and advisors who are out of compliance may be expelled from the conference.

Behavior

Code of Conduct

As a member of a YMCA sponsored program and in conformity with the basic purposes of the Oklahoma YMCA Youth In Government program I will observe the following concepts as my personal code of conduct while attending any Oklahoma YMCA Youth In Government activity.

Organize my time to be present and punctual at all meetings and sessions.

Kee in mind that my presence may subject me to discipline even if not participating in a violation. I agree to avoid violations and violators.

Leave the excellent conference facilities at my disposal in better shape than I found them.

Accept responsibility for the quality of my personal conduct at all functions.

Honor the conference code in all activities and help my delegates do the same.

Operate openly, honestly and truthfully in all YIG functions and activities.

Make every effort to understand and accept persons with different beliefs and ideas, respecting each for the value of their behavior.

Agree not to use intoxicating beverages, other drugs and/or tobacco products during the activity period. *As an adult, I agree to comply with Oklahoma statutes concerning the use of tobacco products. I further agree not to smoke during any Oklahoma YMCA Youth In Government scheduled event or session.*

Signature

Oath of Office

"I, (state your name), do solemnly swear, that I will faithfully execute my responsibilities as a delegate or officer of the Oklahoma YMCA Youth In Government program, and will to the best of my ability preserve, protect and defend the Constitution and laws of the United States and of this state; and I furthermore solemnly swear, that I have not directly nor indirectly paid, offered, or promised to pay, contributed nor promised to contribute any money, or valuable thing, as a reward for the giving or withholding a vote at the election at which I was elected. So help me God."

Legislative Section

A delegate in the Youth Legislature has two main jobs – writing bills and then debating these bills with other students. Later on, you'll learn how to debate, but for now, let's learn some basics of writing a bill.

What Is A Bill?

In short, a bill is an idea that is written down and debated by House and/or Senate. If a majority of the House, a majority of the Senate, and the Governor agree with your bill, then it becomes law.

Getting Started – Brainstorming Ideas

What would you do if you were in charge in our state? Would you make sure all children had health care? Would you change the way we paid taxes? Would you figure out a way to make our roads and bridges safer?

These are the sorts of questions you begin with as a youth legislator. Come up with an idea for something that would benefit the people of the State of Oklahoma. Don't worry if you don't think of something right away. Just keep your eyes and ears open for ideas, and something will come to you. Reading or watching the news usually will give you some ideas. You may want to bounce a few ideas off of your teachers, parents, or friends.

Also – if you don't want to write a bill by yourself, you can partner up with **one** other person.

You may author a total of **TWO** bills.

If you want your bill(s) to have the force of law, they may only affect the State of Oklahoma. If you are interested in national issues, you may want to write a *resolution*, which we cover a little bit later. For now, we will discuss *acts*, which are the most popular format for Youth in Government bills.

Is your topic original?

Here are some bill topics that have been submitted multiple times the past few years.

- Open carry of firearms
- Legalize the distribution of over-the-counter medication to students at school
- Drug testing of welfare recipients
- Mandatory recycling
- Driving tests for elderly
- Requiring/incentives for solar panels
- Legalizing of marijuana/medical marijuana
- Suicide support
- Requiring/incentives for alternative fuel vehicles
- Foreign language requirements for high school graduation
- Legalization of physician assisted suicide
- Restrictions on tanning

It is very strongly encouraged that you consider a topic other than one of these topics, or come up with a brand new way of looking at these topics. Please consult previous years' versions of the Youth in Government Bill Book posted at <http://www.ymcaokc.org/YouthDevelopment/EducationalLeadership/YouthinGovernment/Legislative.aspx> to see how other students have handled these issues.

Learning About Your Topic

Now that you have an idea for your bill, you will need to explore your idea. What are the existing laws about your topic? Have other states tried your idea?

For example, let's say you want to increase the tax on cigarettes in the State of Oklahoma. Some things you would want to find out: How much are cigarette taxes right now? How much are cigarette taxes in other states? Have there been any studies that show that raising taxes on cigarettes cuts down on smoking? Stuff like that.

A few well-worded Google searches should set you down the right path. But here are a few specific links to help you get started. Experienced delegates in your club, your club advisors, and state coordinators are all here to help if you get stuck.

- To find out what Oklahoma's State Constitution has to say about your topic, check out http://www.ok.gov/redirect.php?link_id=99 and do a "Keyword" search for your topic.
- If you want to browse the current Oklahoma State Statutes, go here: <http://www.oklegislature.gov/osStatuesTitle.html>
- <http://data.ok.gov/> provides statistics and historical data on numerous topics.

Don't worry if you can't find a huge amount of information on your topic. Just know that the authors of the best-written and best-debated bills usually do quite a bit of preparation and are able to anticipate and answer the questions that come up during bill debate.

What are the potential opposing arguments to your bill? Though it may be painful, spend some time being critical of your idea. What are the potential opposing viewpoints to your bill? With these arguments in mind, you will write a stronger bill and have done the research necessary to be stronger while debating.

Writing a Draft

Definitely, the best way to understand the structure of a bill is to look at a lot of examples. There are a few in this packet, plus your club advisers should have some old bill books somewhere for you to look at. Bills going back to the 2006 State Conference are available online at <http://www.ymcaokc.org/YouthDevelopment/EducationLeadership/YouthinGovernment/Legislative.aspx>

A quick tour through the parts of a bill:

Be sure to include your last name and your school, as shown in the examples.

Title: This briefly states the subject of your bill and summarizes the sections that are in it. The examples will show you how it is done. Some people find it easiest to do this part last.

Enacting Clause: This clause gives your bill the full force of law. It is the same in all acts, “Be it enacted by the people of the State of Oklahoma”.

Short Title Section: Optional – if you want to give your bill an easy-to-remember title, such as the “Oklahoma No Child Left Behind Act of 2013”

Section(s) that Describe the Substance of Your Idea: Describe what you want to make illegal, what you want to make legal, or what program you want to create, etc. Look at examples of other bills to see how it is done. You can use more than one of these Sections to describe what your bill will do.

Definitions for the Purpose of Your Bill: If you use unfamiliar terminology in your bill, you may want to define these words in this section. If your bill uses the term “High School Student”, you may clarify it in your definitions section as “All public school students in the State of Oklahoma within the grades 9 to 12”.

Again, look at examples to get an idea of what types of words and phrases typically have definitions.

Penalties: What will the poor idiot who violates your law have to do as punishment? A lot of bills structure the penalties to depend on the number of times the person has violated the law before (i.e. On the first offense, you get a \$100 fine. On the second offense, you get your driver's license taken away for one month., etc). Use this section only if it makes sense for your bill. If your bill does something like raise teacher's salaries, there's not a likely way for an individual to violate this law, so penalties are not necessary.

The next three sections are typically found word for word in all Youth in Government bills. Here is what they mean:

Repealing Clause: "All acts or parts of acts in conflict with these provisions are hereby repealed". This means that your bill will take away the effect of any old laws that conflict with your old laws. Let's say the old law said that Oklahoma's state bird was the Scissor-Tailed Fly Catcher. Your new law says that the state bird is the Vulture. This clause ensures that your new law will take the place of the old law.

Severability Clause: "The provisions of this act are severable, and should any part be declared unconstitutional, the remaining provisions shall not be affected" This clause protects your bill in case one part of it is found unconstitutional by the courts. Only the unconstitutional part will be removed from your law, and the remainder of your law will not be affected. You can leave this clause out if you don't think it's a good idea for your bill.

Directing Codification: "This act shall be codified into the Oklahoma State Statutes upon passage and approval" All this means is that your bill will be added to Oklahoma's law books.

Effective Date: This is the date that you want your bill to become effective. Be aware that your effective date needs to be at least 90 days after the State Conference. If you want it to be effective sooner than 90 days, your bill needs to contain an

emergency clause, which takes a 2/3 majority to pass. You may either add a specific effective date, like “This act shall become effective October 21, 2015” or just say “This act shall become effective 90 days after passage and approval”

What is a Resolution?

A resolution is a statement of the legislature’s opinion. It does not have the force of law, and it does not have to be signed by the governor. But it does make the opinion of the Oklahoma legislature known. A lot of times, this is used to make a statement on a national issue, such as “A Resolution Urging the U.S. Congress to Repeal the USA Patriot Act”. It may also be used for less serious issues, such as “A Resolution Congratulating the Oklahoma Sooners on their National Championship”.

A *Simple Resolution* is only debated and voted on by the House or the Senate, not both. A *Concurrent Resolution* is debated and voted on by one of the houses, and if it passes, the other house gets to debate and vote on it.

The **Title** provides a brief summary of your resolution, as the examples provided in the above paragraph.

Whereas Clauses provide facts that back up your opinion. If your resolution is written in support of higher salaries for teachers, you might say things like “Whereas teachers in the State of Oklahoma make less money than teachers in 48 states” and “Whereas the State of Oklahoma loses many qualified teachers every year to the State of Texas”, etc. Usage of statistics here is perfectly acceptable.

The next section is different depending on whether you are in the House or the Senate and whether you have written a simple resolution or a Concurrent Resolution.

“Now, therefore let it be resolved by the Oklahoma House of Representatives (or the “Oklahoma Senate” or “The Oklahoma House and Senate Concurrently”) that”:

Then you describe what your opinion is or the action that should be taken because of your opinion. “The USA Patriot Act should be repealed immediately” or “All pet owners should get their cats and dogs spayed or neutered”

As with acts, looking at examples of previous resolutions is the best way to get the hang of it.

Finalizing Your Legislation

Now that you have a draft for your bill, the next step is getting it into the proper form.

We have created templates on the Youth In Government Website that will help you out.

<http://www.ymcaokc.org/YouthDevelopment/EducationalLeadership/YouthinGovernment/Legislative/SubmitYourBills.aspx>

These instructions will walk you through it. You’ll need to customize the template for your bill, but the overall structure will probably help you out.

One note of caution: An act should not contain persuasive language or provide reasoning for why you wrote your bill. It should just contain in simple factual terms what the bill will add or change to the Oklahoma Statutes. For example wording such as “This bill will reduce childhood obesity by requiring healthy school lunches” is not acceptable. Wording such as “School lunches shall have the following nutritional requirements...” is correct. You will have a chance to explain your reasoning and intended consequences of the bill while you are answering questions about it during debate.

After You've Finished Writing Your Bill

The State Youth in Government program has requested that all club advisers read over bills before the students submit them to the Youth in Government website. You should contact your club adviser about the best way to get the bill to him or her.

Once your club adviser gives the OK, please upload your bill to the Youth In Government website, as shown in the instructions here:

<http://www.ymcaokc.org/YouthDevelopment/EducationLeadership/YouthinGovernment/Legislative/OnlineSubmissionform.aspx>

You'll need to keep an electronic copy for yourself so you can make changes to it later if needed. You'll have the option to revise your bill between the District and the State Conferences, so keep the file in a place where you'll be able to find it later.

The Lobbyist Branch and the Legislature

The lobbyist branch was added for the 2011-2012 school year. The members of this branch will be studying your legislation between the District Conference and the State Conference. At the State Conference, the lobbyists will provide a statement during some committee hearings. They may provide notes to bill authors and legislators that may be used in debate, or they may ask to speak with you outside the House or Senate chambers.

Each lobbyist's goal is to encourage the passage (or non-passage) of legislation. This may be done by speaking with legislators individually or by asking legislators to speak for or against the legislation during debate.

Many of you will find working with the lobbyists to be a fun and helpful experience, and the hope is that we will end up with stronger legislation and stronger debate because of the addition of this branch. However, if you do not wish to speak with a lobbyist, you do not have to. If you do not wish to use the information that they give you, you do not have to. Remember that you must be inside the chambers to vote, so consider the timing if you choose to speak with a lobbyist outside the chambers.

Things to Keep in Mind

- The due date of the bills will come before you know it. Do not wait until the last minute!
- Try to come up with an original idea or a new spin on an existing idea. Avoid the overused bill topics mentioned earlier.
- You can author/coauthor no more than two bills
- No more than two authors can be listed on a bill. If more than two authors are listed on the bill, the legislative coordinators may randomly pick the names that will remain as authors for the bill.
- If this is your first year in the program and you are a freshman, sophomore, or junior, you will be in the House. Returning legislative delegates and first-year seniors are eligible to be in the Senate. Each club is allowed three Senators, and you and your club sponsors will determine which delegates from your club will be in the Senate. Officers in the Senate do not count toward your club's limit of Senators.
- We give awards for Outstanding Bill, Outstanding Bill Presentation, and many others at the State Conference. These go to delegates who appear to have done the most work on preparing their own bills and who are most prepared for debate.
- Ask questions along the way. The main goal for all of us should be learning the process and hearing new ideas from other students while having lots of fun.

**Oklahoma Youth Legislature
House of Representatives
Spring 2011**

House Bill #25

**By: Fermoselles & Lynn
Westmoore High School**

AN ACT TO REQUIRE ATTENDANCE OF PARENTS AT MID-TERM PARENT-TEACHER CONFERENCES FOR PUBLIC SCHOOL STUDENTS WITH GRADE POINT AVERAGES AT OR BELOW 2.5 AND TO ESTABLISH A TIME FRAME FOR MID-TERM PARENT-TEACHER CONFERENCES; DEFINING TERMS; ESTABLISHING PENALTIES; REPEALING CONFLICTING ACTS; PROVIDING FOR SEVERABILITY; PROVIDING FOR CODIFICATION; SETTING AN EFFECTIVE DATE.

BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

Section 1: Parents of public school students whose grade point average is at or below 2.5 shall be required to attend the Mid-Term Parent-Teacher Conferences.

Section 2: Mid-Term Parent-Teacher Conferences shall be scheduled in Oklahoma public schools during the 10th week of each school semester.

Section 3: Parents who fail to attend the regularly scheduled Mid-Term Parent-Teacher Conferences shall receive a written warning of non-compliance from the student's school administration with a newly scheduled make-up time for the Parent-Teacher Conference. Failure to attend the make-up Parent-Teacher Conference will result in the school administration notifying the Oklahoma State Department of Human Services of the parent's non-compliance.

Section 4: Definitions for the purpose of this bill:

A. Mid-Term: Middle point of an academic semester.

B. Grade Point Average: The non-cumulative grade point average as determined and defined by the local school district.

C. Conference: A face-to-face meeting of a parent and the student's classroom teacher(s).

Section 5: Penalties: Upon receipt of a notice of non-compliance the Oklahoma State Department of Human Services shall assess a fine of \$250 on the custodian parent(s).

Section 6: All acts or parts of acts in conflict with these provisions are hereby repealed.

Section 7: The provisions of this act are severable; should any part of this act be declared unconstitutional, the remaining provisions shall not be affected.

Section 8: This act shall be codified into the Oklahoma State Statutes upon passage and approval.

Section 9: This act shall become effective 90 days after passage and approval.

**Oklahoma Youth Legislature
House of Representatives
Spring 2011**

House Bill #12

**By: Waugh
Stillwater**

AN ACT TO EXTEND BENEFITS FOR PURCHASING AND OWNING ELECTRIC VEHICLES; DEFINING TERMS; REPEALING CONFLICTING ACTS; PROVIDING FOR SEVERABILITY; PROVING FOR CODIFICATION; SETTING AN EFFECTIVE DATE.

BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

Section 1: This act shall be known and cited as the Electric Vehicle Benefit Extension Act.

Section 2: New street-legal electric vehicle purchases within the state of Oklahoma shall not be subject to state sales tax.

Section 3: Oklahoma residents who purchase a street-legal electric vehicle may apply for a state tax credit for the amount of two thousand dollars.

Buyers must apply for this state tax credit within six months of purchase.

All valid applications must be accepted and accredited. A statement must be sent to the applying resident once the application has been validated.

All the affairs listed in this section must be under the provisions of the Oklahoma Department of Transportation.

Section 4: While driving a street-legal electric vehicle, drivers may access HOV lanes without meeting occupancy requirements within the state of Oklahoma if any are established after the passage of this bill.

Section 5: Definitions for the purpose of this bill:

A. Street-legal electric vehicles – electric vehicles that are equipped and licensed for use on public roads.

B. High-occupancy vehicle lanes (HOV lanes) - a road lane reserved for [vehicles](#) with a driver and one or more passengers.

Section 6: All acts or parts of acts in conflict with these provisions are hereby repealed.

Section 7: The provisions of this act are severable; should any part of this act be declared unconstitutional, the remaining provisions shall not be affected.

Section 8: This act shall be codified into the Oklahoma State Statutes upon passage and approval.

Section 9: This act shall become effective 90 days after passage and approval.

**Oklahoma Youth Legislature
House of Representatives
Spring 2011**

Concurrent Resolution #2

By: Sharp
Stillwater High School

A CONCURRENT RESOLUTION URGING THE UNITED STATES TO IMMEDIATELY REENACT THE COMPREHENSIVE ENVIRONMENTAL RESPONSE, COMPENSATION, AND LIABILITY ACT OF 1980.

WHEREAS: Heavy, toxic elements poison the land around the superfund sites.

WHEREAS: Oklahoma, in total, has eight large superfund sites. One of which is the largest in the nation.

WHEREAS: The Superfund program is currently using private donations and taxpayer money to clean up these sites.

WHEREAS: Most Superfund sites are a result of specific industries, and original funding was designed to tax companies participating in those industries.

NOW, THEREFORE LET IT BE RESOLVED BY THE HOUSE OF REPRESENTATIVES AND SENATE CONCURRENTLY:

Sections 1: Upon passage, it is urged that Congress Immediately re-enacts the Comprehensive Environmental Response, Compensation, and Liability Act of 1980.

Advanced Legislative

Examine Legislation Structure

In the basic course of the Legislative training session, you learned there are two basic types of legislation which are bills and resolutions. We will examine these more closely in this material. Bills become statutes and are codified in the Oklahoma State Statutes. Resolutions are not codified and there are different levels which have different strengths.

Joint Resolutions: These resolutions are considered by both the House and Senate and have the full force of law. They are generally used to set up panels and programs in which the justification for the panel or program is included in the legislation. Joint Resolutions are not signed by the governor and cannot be used to change existing law.

Concurrent Resolutions: These resolutions are considered by both the House and Senate but do not have the full force of law. They express a statement, wish or desire of the Oklahoma Legislature. Concurrent resolutions may be used to encourage the Congress to take action on a particular topic which is of national or international significance.

Simple Resolutions: These resolutions are considered by either the House or the Senate but not both. They do not have the full force of law. They express a statement, wish or desire of the House or Senate. They are usually used to recognize some type of achievement.

In the Oklahoma legislature, bills are written in the amendatory style. This style displays the current text of the statute. New provisions are underlined while the provisions that are being deleted have a strike-through. Some advantages include that the current text of the statute is presented so there is a greater understanding of what is being changed. Additionally, the Repealing Conflicting Acts and Providing for Codification clauses

are not needed since you are displaying exactly what is changing and where the changes go.

**Oklahoma YMCA Youth & Government
Youth Legislature
Senate
Spring 2008**

Senate Bill #1

**By: Perkins
Edmond**

AN ACT AMENDING 10 O.S. 7700-204 CONCERNING THE PRESUMPTION A MAN IS THE FATHER OF A CHILD; CREATING LIMITATIONS OF SUCH PRESUMPTIONS; AND ESTABLISHING AN EFFECTIVE DATE.

BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA

1. A. A man is presumed to be the father of a child if:
 2. 1. He and the mother of the child are married to each other and the child is born during
 3. the marriage;
 4. 2. He and the mother of the child were married to each other and the child is born within
 5. three hundred (300) days after the marriage is terminated by death, annulment,
 6. declaration of invalidity, dissolution of marriage or after decree of separation;
 7. ~~3. Before the birth of the child, he and the mother of the child married each other in~~

8. ~~apparent compliance with law, even if the attempted marriage is or could be declared~~
9. ~~invalid, and the child is born during the invalid marriage or within three hundred (300)~~
10. ~~days after its termination by death, annulment, declaration of invalidity, a decree of~~
11. ~~separation, or dissolution of marriage;~~
12. 4.3. After the birth of the child, he and the mother of the child married each other in
13. apparent compliance with law, whether or not the marriage is or could be declared
14. invalid, and he voluntarily asserted his paternity of the child, and:
15. a. the assertion is in a record with the State Department of Health, Division of Vital
16. Records or the Department of Human Services,
17. b. he agreed to be and is named as the child's father on the child's birth certificate, or
18. c. he promised in a record to support the child as his own; or
19. 5.4. For the first two (2) years of the child's life, he resided in the same household with the
20. child and openly held out the child as his own.

21. B. A presumption of paternity established under this section may be rebutted only by an
22. adjudication under Article 6 of the Uniform Parentage Act.
- 23.
24. This act shall become effective November 1, 2008.

Idea Generation

How do you get ideas for legislation? One method is to brainstorm with a group. This is especially helpful if you plan to have co-authors write legislation. Your ideas can be easily combined to strengthen the topic. Here are the steps:

1. Pick a facilitator (group lead). This person will lead the discussion.
2. Pick a scribe who will write down the ideas. It works better if the ideas can be written on a flip chart or marker board so the entire group can see the information.
3. The facilitator encourages group members to suggest ideas. As you hear the ideas, it often helps you think of related ideas or completely new ideas. Keep going until there are no more new ideas.
4. Categorize the ideas so that like topics are grouped together.

There are a few rules to keep in mind:

1. Do not judge the ideas as they are being stated. Wait until after all of the ideas have been written down and you are in the categorization stage.
2. Do not make comments to the group participants about the quality of the idea.
3. Keep generating as many ideas as quickly as possible. Keep going until there are no more new ideas.

Research

Now that you have your idea(s), what do you do? You will need to research. First, check the Oklahoma State Statutes to make sure your idea is not already a law. To find the Oklahoma State Statutes, access the Oklahoma State Court Network on the Internet at www.OSCN.net.

Go to www.OSCN.net. Then click on Legal Research. Click on Oklahoma Statutes Citationized. The statutes are divided into Titles. These titles have general topics such as Abstracting, Agriculture, Aircraft and Airports, etc. There are times when topics may have multiple titles to which they are related. A portion could be in one title because it relates directly to that title but another portion could be in another title because that part of the topic relates directly to that title. There are some general topics to remember. Civil Procedures (Title 12) governs how the courts work. Crimes and Punishments (Title 21) governs what is a crime and what are the punishments for each crime. Schools (Title 70) governs education. State Government (Title 74) governs all state agencies.

Select a title you want to view and click on Expand. You can then browse through the topics. However, if you are not sure where you want to view, click Search. You then have a search engine bar to enter your topic. Click on Go and a search is conducted of that particular title. You can also search the Oklahoma Constitution or even laws from some other states by using the Simple Search function or the Advanced Search function.

Another helpful website is www.OK.gov. This website is the official website for state government in Oklahoma. You can use this site as a jumping off spot for all state agencies and quite a bit of research/reports. Say you wanted to research labor statistics in Oklahoma. Click on Government from the OK.gov homepage. Then you would click on State Government. Scroll down to Records and Statistics and click. Then click on Demographic Information. Then click on Labor Statistics. A new window opens up with a page. This particular site is from the Oklahoma Employment Security Commission. By looking at the agency, you can determine where you might find some additional information by going to that agency's web site.

Order of Business for Debating a Bill Guide (Committees)

Bill Is Laid Out by the Chair

Announce “We will now hear Bill #X by X. Would the Reading Clerk please read the caption of the bill?”

Reading the Bill Caption

The Reading Clerk reads the title of the bill plus the phrase “Be it enacted by the people of the State of Oklahoma.”

Explanation of the Bill by the Author(s) – 3 Minutes

The bill author(s) have three (3) minutes to explain the bill. No persuasive language is allowed at this time such as “This bill should be passed because or this is a good idea.” When the author(s) have finished the explanation and there is still some time remaining, ask the author(s) what is to be done with the remainder of the time. The options are:

1. Waive it (goes away)
2. Yield it to questioning
3. Yield it to another speaker
4. Yield it to the author’s summation

Question Period – 5 Minutes

The Chair calls upon members to ask question. The Chair either points to the person being recognized or identifies who can ask a question verbally. When the person is recognized, he/she stands, states his/her name and school and asks the question. Only one question is allowed per person until all wishing to ask a question have had a chance to ask his/her question. The person may request a follow-up if they have a two-part question and the Chair decides whether a follow-up is allowed. This decision should be based upon how many other questions are on the floor. If there are no questions, the Chair asks "On questions, on questions, on questions? Seeing no questions, we will move to consideration of amendments." If the question period expires and there are still questions on the floor, the Chair may recognize someone to make a motion such as "I move we suspend the rules and extend the question period by two (2) minutes." This motion needs a second and requires a two-thirds (2/3) vote to pass. The maximum amount of time that can be used cumulatively for questions is ten (10) minutes. The motion for Previous Question is not in order until after the question period has ended.

Consideration of Amendments

The Chair asks if any amendments were submitted. If not, then the Chair proceeds to Debate on the Bill. If so, the Chair asks the Reading Clerk to read the amendment. After the amendment is read, the amendment author(s) have two (2) minutes to explain the amendment. No persuasive language is allowed.

Then the Chair asks the bill author(s) if the amendment is friendly or unfriendly. There is a two (2) minute question period of the amendment author(s), consideration of amendments to the amendments, and debate on the amendment with two (2) minutes for opponents and two (2) minutes for proponents to speak. The amendment author(s) then have two (2) minutes to summarize the amendment. Persuasive language is allowed at this point. The Chair asks the bill author(s) to state whether he/she wants the amendment to pass or not pass. Then a vote is taken on the amendment. If the Previous Question is moved during the consideration of the amendment, the Chair needs the movant to specify whether the motion is for the amendment or the bill. If it is for the bill, then if Previous Question passes, all of the amendments are by-passed and the Chair proceeds to the Author's Summation. An amendment to the amendment is allowed but tertiary amendments are not.

Debate on the Bill – 3 Minutes per Side

The Chair announces "We will now have debate on the bill. Are there any opponents?" If there are no opponent speakers then the Chair states "Seeing we have no opponents can have no proponent speakers. We will now move to the Author's Summation." If there is at least one person who wishes to make an opponent speech, the Chair also asks for proponent speakers. The speeches are alternated between opponent and proponent with having an opponent as the last speaker. Each side has three (3) minutes to

divide among all of the speakers. For example if there are three (3) opponent speakers and two (2) proponent speakers, each opponent will have one (1) minute to speak and each proponent will have one-and-a-half (1 ½) minutes to speak. The order would be opponent, proponent, opponent, proponent, and opponent. At the end of each speakers speech, if he/she has time remaining, the Chair asks what to do with the remainder of the time. The options are:

1. Waive it
2. Yield it to another speaker
3. Yield it to questions. Then a question period for the speaker is conducted for the remainder of the speaking time.
4. Yield it to questions of the author. Then a question period for the author is conducted for the remainder of the speaking time.
5. Yield it to the Author's Summation. The time is added to the Author's Summation.

Author's Summation – 3 Minutes

The author(s) have three (3) minutes to summarize the bill and to persuade members to vote for it. Persuasive language is allowed.

Voting on the Bill

The Chair states "We will now proceed to a vote on the passage on this bill (as amended). All those in

favor, please say aye. All those opposed, please say nay.” Announce the vote based upon which side had the most voice votes. “In the eyes of the Chair, the ayes have it. This bill does pass.” Sound the gavel. If a member calls out “Division!” before the gavel has been sounded, the Chair announces “Division has been called. We will now move to a standing vote. Would all those in favor of passage of the bill please stand?” Count the votes. “Would all those who oppose the passage of the bill please stand?” Count the votes. The Clerk should also count and compare the number of votes with the Chair’s count. If there is still a question on the number of votes, the Chair can proceed to a roll call vote. During a roll call vote, the Clerk calls roll and records the vote of each person. If there is a tie, the Chair casts the deciding vote. After the vote has been concluded, the Chair announces “This bill does pass” and sounds the gavel.

Order of Business for Debating a Bill (House and Senate General Sessions)

*For detailed explanations of the specific parts, refer to the committee version

Bill Is Laid Out by the Chair Reading the Bill Caption

If there were any amendments passed in committee, those are also read at this time.

Explanation of the Bill by the Author(s) – 3 Minutes

Question Period – 5 Minutes

Amendments

As of 2009, the Consideration of Amendments section is deleted from the Order of Business for Debating a Bill during the general House and Senate sessions at the State Conference. Amendments at the State Conference are only considered in Hearing Committees.

Debate on the Bill – 3 Minutes per Side

Author's Summation – 3 Minutes

Voting on the Bill

Parliamentary Procedure

Youth In Government Legislative section follows the procedure of the Oklahoma Legislature as closely as possible. Adaptations were necessary due to time constraints and the needs of YIG. When detailed information about Parliamentary Procedure is not found in this book, the current rules of the Oklahoma House of Representatives and Senate or Robert's Rules of Order should be consulted.

Obtaining the Floor

For a member to address the committee, House or Senate, he/she must be given permission by obtaining the floor. There are several reasons to obtain the floor they are:

1. Ask a question of a bill author (generally during the question period)
2. Make a motion (during the question period or during the transition from one item to another in debating a bill)
3. Raise a point of order or provide a point of information
4. Seek a point of parliamentary inquiry or personal privilege

To obtain the floor, the member raises his/her hand and waits to be recognized. After recognition by the Chair, the member identifies himself/herself by name and club and then proceeds to a statement of purpose for seeking the floor. Members will be ruled out of order who begin speaking without proper recognition by the Chair. Members must confine their remarks to the subject under consideration and may speak only once on a subject until everyone else has had a chance. Only one member may have the floor at a time. Once a member has the floor, he/she may not be removed until he/she yields the floor to another, expiration

of a time limit or is guilty of bad conduct as judged by the Chair. When a member has the floor, he/she does not have to yield to any other member for any purpose except for a point of order, parliamentary inquiry or point of personal privilege.

Motions

Motions are made to move the business of the committee or chamber along. There are several categories of motions. They are privileged motions, incidental motions and subsidiary motions. After a motion has been made, the Chair will state it for the membership. Some motions require a second from another member other than the person who made the motion. Some motions allow for debate. Some motions require a vote and others are based upon the discretion of the Chair.

Privileged Motions

Adjourn to a Fixed Time

This motion takes precedence over all others, is in order even after the assembly has voted to adjourn, provided the Chair has not announced the results of the vote. If made when another question is before the assembly, it is undebatable; it can be amended by altering the time. If made when no other question is before the assembly, it stands as any other principal motion, and is debatable. The form of this motion is "I moved we adjourn and reconvene at "X" time."

Adjourn

This motion (when unqualified) takes precedent over all others, except to "Adjourn to a Fixed Time" to which it yields. It is not debatable, it cannot be amended or have any subsidiary motion applied to it; nor can a vote on it be reconsidered. If qualified in

any way, it loses its privileged character, and stands as any other principal motion. The motion to adjourn cannot be made while another has the floor, nor after a question has been put and the assembly is engaged in voting, but it is in order after the vote has been taken and before it has been announced.

Orders of the Day

A call for the Orders of the Day (reciting of the docket) takes precedence of every other motion, excepting to Reconsider, and the three preceding, and is not debatable, nor can it be amended. It does not require to be seconded, and it is in order when another member has the floor.

Incidental Motions

Questions of Rights and Privileges

Questions relating to the rights and privileges of the assembly, or any of its members, take precedence of all other questions except for Adjourn for a Fixed Time or Adjourn. If the question is one requiring immediate action it can interrupt a member's speech. When such a question is raised the Chair decides whether it is in order or not. The decision of the Chair is appealable. The types of motions are:

1. Point of Order – this point is raised when a member believes parliamentary procedure is being violated.
2. Point of Information – this point is raised to provide factual information in which the author or speaker has requested but no answer has yet been available. This may not be used as a debate tool.
3. Point of Parliamentary Inquiry – this point is raised when a member is not sure of the appropriate procedure and is requesting guidance.

4. Point of Personal Privilege – this point is raised as a personal request (i.e. “Would the Reading Clerk please read the amendment again?”)
5. Appeal – this point is raised at the time of a decision of the Chair in which the member objects. “I appeal the decision of the chair.” If the appeal is seconded, the Chair immediately states the question “Shall the decision of the Chair stand as the judgment of the assembly?” If there is a tie vote the decision of the Chair is sustained.

Objection to Consideration

An objection can be made to the consideration of any principal motion (i.e. bill or resolution), but only when it is first introduced, before it has been debated. It is similar to a question of order, in that it can be made while another member has the floor, and does not require a second; and as the Chair can call a member to order, so can he/she put this question, if he/she deems it necessary. The motion is “I object to the consideration of this bill.” The Chair shall immediately put the question “Will the assembly consider it?” If decided in the negative by a two-thirds vote, the bill or resolution is dismissed for that session; otherwise the discussion continues as if the question had never been made.

Reading Papers

Where papers are laid before the assembly, every member has a right to have them read before a vote is taken concerning them and whenever a member asks for the reading of any such paper evidently for information, and not for delay, the Chair should direct it to be read, if no one objects. However, a member does not have the right to have anything read without the permission

of the assembly. The question upon granting such permission cannot be debated or amended.

Withdrawal of a Motion

When a question is before the assembly and the mover wishes to withdraw or modify it, or substitute a different one in its place, if no one objects, the Chair grants the permission; if any objection is made, it will be necessary to obtain leave to withdraw, etc., on a motion for that purpose. This motion cannot be debated or amended. When a motion is withdrawn, the effect is the same as if it had never been made.

Suspension of the Rules

This motion is not debatable, and cannot be amended, nor can any subsidiary motion be applied to it, nor a vote on it be reconsidered, nor a motion to suspend the rule for the same purpose be renewed at the same meeting, though the next meeting be held the same day. The rules of the assembly shall not be suspended except for a definite purpose, and by a two-thirds vote; nor shall any rule be suspended, unless by unanimous consent, that gives any right to a minority as small as one-third.

There are several rules in YIG that may not be suspended:

1. The total amount of questioning of the bill or amendment author may not exceed twice the amount listed in the Order of Business.
2. The dress code may not be suspended.
3. Rules for using the Capitol facilities may not be suspended.
4. House members may not be barred from the House and Senate members may not be barred from the Senate unless they are censured for poor conduct or during a vote and the chamber is sealed.

5. Members from the opposite chamber may not be coerced to perform entrance rituals to gain entrance to the chamber for presenting his/her bill.

Subsidiary Motions

To Lay on the Table

This motion takes precedence of all other subsidiary motions and yields to any privileged or incidental motion. It is not debatable, and cannot be amended or have any other subsidiary motion applied to it, nor can an affirmative vote on it be reconsidered. It removes the subject from consideration until the assembly votes to take it from the table.

The form of this motion is, "I move to table the bill." When it is desired to take the question up again, a motion is made, either to take the question from the table, or "to now consider the bill;" which motion has no privilege and is undebatable, and cannot have any subsidiary motion applied to it.

The object of the motion is to postpone the subject in such a way that it can be taken up at any time, either at the same or some future meeting, which could not be accomplished by a motion to postpone, either definitely or indefinitely.

Previous Question

This motion takes precedence of every debatable question and yields to privileged and incidental motions, and to the motion to Lay on the Table; and after the demand for the previous question up to the time of taking final action under it, it is in order to move an adjournment of the main question be laid on the table. It is not debatable, and cannot be amended or have any other subsidiary motion applied to it. It applies to questions of privilege as well as to any other debatable questions. It is only allowable

on a bill after the question period has elapsed. When previous question is passed on a bill, all action concerning amendments and debate ceases and the Chair directs the author to provide his/her summation. Any amendments not yet considered are moot. The member making the motion for previous question must specify which question is previous (i.e. "I move previous question on the bill." "I move previous question on the amendment.")

Previous question must be seconded and the Chair must immediately put the question, "Shall the previous question be considered? This would end debate and bring us to the author's summation." If it fails, the discussion continues as if this motion had not been made. It requires a two-thirds vote to pass. It may be reconsidered, but not after it is partly executed.

Postpone (definite)

This motion can be amended by altering the time, and the previous question can be applied to it without affecting any other motions pending. It allows very limited debate on the timing of the postponement. The effect of this motion is to postpone the entire subject to the time specified.

To Commit or Refer

This motion can be amended by altering the committee, or giving it instructions. It is debatable and opens to debate the merits of the question it is proposed to commit. The form of this motion is "I move to refer this bill to the Joint Conference Committee."

To Amend

This motion can be applied to all motions except those in the listed below:

Adjourn to a Fixed Time
Orders of the Day
All Incidental Questions
Lay on the Table
Previous Question
Amendment of the Amendment
Postpone Indefinitely
Reconsider

Postpone (indefinitely)

This motion takes precedence over nothing except the Principal Question and yields to any privileged, incidental, or subsidiary motion except to amend. It can be applied to nothing but a principal question and a question of privilege. It cannot be amended; it opens to debate the entire question which it is proposed to postpone. Its effect is to entirely remove the question from before the assembly for that session. The previous question, if ordered when this motion is pending, applies only to it without affecting the main question.

Reconsider

It is in order at any time, even when another member has the floor, or while the assembly is voting on the motion to Adjourn, during the day on which a motion has been acted upon, or the next succeeding day, to move to "Reconsider the vote" and have such motion "entered on the record," but it cannot be considered while another question is before the assembly. It must be made, excepting when the vote is by ballot, by a member who voted with the prevailing side; for instance, in case a motion fails to pass for lack of a two-thirds vote, reconsideration must be moved by one who voted against the motion.

Order of Precedence

Privileged Motions

	A	D	NS	2/3	NR	MI
Adjourn to a Fixed Time	X	X				
Adjourn					X	
Questions of Rights or Privileges			X			X
Orders of the Day			X			X

Incidental Motions

	A	D	NS	2/3	NR	MI
Questions of Order and Appeal			X			X
Objection to Consideration			X	X		X
Reading Papers						
Withdrawal of Motion						
Suspension of Rules				X	X	

Subsidiary Motions

	A	D	NS	2/3	NR	MI
Lay on Table						
Previous Question				X		
Postpone (definite)	X	X				
Commit or Refer	X	X				
Amend	X	X				
Postpone (indefinite)		X				

Committees

Duties

Hearing Committee Chairperson

1. Call the members to order, introduce himself/herself and the clerk to the committee.
2. Have clerk take roll.
3. Announce the docket.
4. Announce each bill by its number and author. Have the clerk read the title and the enacting clause.
5. Announce each phase of the Order of Business of Debating a Bill.
6. Explain each procedure or new motion to new members.
7. Encourage discussion and debate. Remind members to analyze all problems in the legislation and to correct these with amendments. Amendments may not be proposed during the general sessions so the committee is the place to address problems with the legislation.
8. Keep control of the group. As each bill or resolution is passed or failed, complete the Committee Action Sheet attached to it.
9. Take a break when necessary to keep the committee focused.
10. Turn chair over to clerk when presenting own bill.
11. Work as a team with the Committee Clerk.
12. Lead the committee through the bill ranking procedure.

Hearing Committee Clerk

1. Take roll in the committee.
2. Reach each bill title and enacting clause as directed by the chair.
3. Keeps time.
4. Assists the chair in completing the committee report and the ranking procedure.

Selection Process for Hearing Committee Teams

1. Each club may nominate a maximum of four full teams (chair and clerk) during District Conference registration.
2. A presiding officer may serve as a committee clerk but may not serve as a chair.
3. A Committee Selection team will evaluate the committees at both District Conferences. The teams with the highest performance will be selected for the State Conference. The team will evaluate based upon:
 - a. Leadership
 - b. Control of the committee
 - c. Knowledge of parliamentary procedure
 - d. Teamwork between the chair and clerk
 - e. Usage of time

Voting and Debating Charts

# of Votes	Majority	Two-Thirds	# of Votes	Majority	Two-Thirds
5	3	4	31	17	22
6	4	5	32	17	22
7	5	6	33	18	23
8	5	6	34	18	24

9	6	7	35	19	24
10	6	8	36	19	25
11	7	8	37	20	26
12	7	9	38	20	26
13	8	10	39	21	27
14	8	10	40	21	28
15	9	11	41	22	28
16	9	12	42	22	29
17	10	12	43	23	30
18	10	13	44	23	30
19	11	14	45	24	31
20	11	14	46	24	32
21	12	15	47	25	32
22	12	16	48	25	33
23	13	16	49	26	34
24	13	17	50	26	35
25	14	18	51	27	35
26	14	18	52	27	36
27	15	19	53	28	37
28	15	20	54	28	37
29	16	20	55	29	38
30	16	21	56	29	39

# of Votes	Majority	Two-Thirds	# of Votes	Majority	Two-Thirds
57	30	39	83	43	57
58	30	40	84	43	57
59	31	41	85	44	58
60	31	41	86	44	59
61	32	42	87	45	59
62	32	43	88	45	60
63	33	43	89	46	61
64	33	44	90	46	61

65	34	45	91	47	62
66	34	45	92	47	63
67	35	46	93	48	63
68	35	47	94	48	64
69	36	47	95	49	65
70	36	48	96	49	65
71	37	49	97	50	66
72	37	49	98	50	67
73	38	50	99	51	67
74	38	51	100	51	68
75	39	51	101	52	69
76	39	52	102	52	69
77	40	53	103	53	70
78	40	53	104	53	71
79	41	54	105	54	71
80	41	55	106	54	72
81	42	55	107	55	73
82	42	56	108	55	73

	Opponent	1	2	3
Proponent				
1		PO	OPO	OOPO
2		PPO	POPO	OPOPO
3		PPPO	PPOPO	POPOPO

**3
Minutes**

1	3 min 1:30	6	30 secs
2	min	7	25 secs
3	1 min	8	22 secs
4	45 secs	9	20 secs
5	36 secs	10	18 secs

4

Minutes

1	4 min	6	40 secs
2	2 min	7	34 secs
3	1:20 min	8	30 secs
4	1 min	9	27 secs
5	58 secs	10	24 secs

5 Minutes

1	5 min	6	50 secs
2	2:30 min	7	43 secs
3	1:40 min	8	38 secs
4	1:15 min	9	33 secs
5	1:00 min	10	30 secs

Lobbyist Section

The Lobbyist Section of Oklahoma Youth in Government is created as a group of dedicated researchers who supply information to legislators as part of the Legislative Branch.

The maximum number of appointed lobbyists each year is to be eight (8). Upper classmen have priority for participation and assignments. The Head Lobbyist (appointed by the State Director for 2012 - 2013) is to appoint the other seven (7) lobbyists, subject to the approval of the Legislative Coordinators. The appointments are to occur within one week of the last delegate training in order to allow all delegates to prepare for District Conference. To be eligible to serve as a lobbyist, one must have attended a previous State Conference as a legislator or the current year's delegate training as a legislator. The Head Lobbyist shall take care to ensure that a variety of clubs and political philosophies are represented when possible.

District Conference Preparation: Lobbyists can prepare for District Conference by becoming familiar with the important issues in the State of Oklahoma, reviewing recent legislation from both the Oklahoma Legislature and the Oklahoma YiG Legislature, and finding good sources for research. The Legislative section of the Red Book may be helpful. Once the Legislative Coordinators make the bills for District available, lobbyists should review and research the legislation that they have an interest in. The Head Lobbyist may have further directions.

At the District and State Conference committee sessions, lobbyists may provide "expert testimony" between pro/con debate on the bill and the author's summation. Lobbyists shall coordinate with the committee chair teams to schedule a time for beginning debate on a specific bill so that lobbyists will know when to arrive at the committee hearing. Two (2) lobbyists may provide expert testimony on each bill if there are differing viewpoints within the lobbyist branch (i.e. one is encouraging votes for the bill and one is encouraging to not vote for the bill)

Lobbyists can provide expert testimony on multiple bills in multiple committees.

The lobbyists may invite legislative delegates out of committee in order to discuss the upcoming bills on the docket. The legislators may decline aid and discussion from lobbyists; a legislator may also choose to accept or decline suggestions made by lobbyists.

Lobbyists should take care to not disrupt the legislative sessions. Communication with delegates sitting in a committee session should be done with written notes whenever possible. Communication with delegates in the House and Senate sessions shall be done via a written note handed to the Sergeant-at-Arms. The House and Senate presiding officers will then decide how to distribute the notes to the delegates.

At the end of session each year at the State Conference, the lobbyists are to convene and determine by popular vote the leader for the upcoming year.

The Head Lobbyist's duties include: Selecting other lobbyists at the beginning of the school year, serving as a resource for other lobbyists, and working with the Lobbyist Advisor and other State Coordinators between sessions to keep the overall conference running smoothly. The Head Lobbyist shall schedule meetings with the lobbyists as necessary to keep everyone informed about what the other lobbyists have done and are planning to do.

Judicial Section

Participant Roles in the Court

Judge's Role

1. Organize courtroom and Docket
 - a. Prepare the docket for the courtroom they are assigned
 - b. Plan the day and the schedule for the Court
2. Make rulings on objections and rulings
 - a. Must have knowledge to make proper rulings and answer questions that come up during the trial
 - b. Must be astute as to the procedures of the court and of the particulars of the Oklahoma YMCA Youth In Government Judicial Branch

Note- Judge's decision during the trial is the final word on any matter whether viewed as right or wrong

3. Judge's Authority/Keeping arguments friendly
 - a. Judges have Supreme Authority in the Court
 - b. All Youth Judges deserve the respect the position awards them
 - c. Their decisions are always right and should never be questioned unless the Judge asks for a rebuttal on your part
 - d. Must be able to assert that authority and ensure arguments do not get out of hand
4. Attitude and conduct
 - a. Judges must be fair, impartial, and beyond reproach
 - b. Do not play favorites. Make judgments as though all participants were complete strangers

Attorney's Role

1. Prepare for trial
 - a. Spend the necessary time to prepare the case before you arrive at competition (Do not prepare on the bus ride)
 - b. Attorneys should know all witness statements, reports, and procedures
 - c. Know the inconsistencies of said witness statements and reports and be able to work around them (Nothing should be a surprise during trial)
 - d. Know and abide strictly by the time restrictions of the court

Note- It is strongly suggested that the preparation include putting the entirety of your case in written form. It would not be extreme if you were to write down every question you intend to ask in the order you intend to ask.

2. Organize witnesses
 - a. Attorney's will be allowed to prep their witnesses before the trial starts
 - b. This prep can include how the witness is to act, how to answer a question in a certain way, and how to answer with a specific answer to certain questions
 - c. Anything that comes from this prep cannot contradict the statements provided in the case
 - d. Attorneys can only prep witnesses that are listed as their witnesses which would be either defense or prosecution witnesses
3. Be professional
 - a. Although this is only "mock" trial, we are mimicking an old and highly respected profession, therefore we are to conduct ourselves in the manner of the highest standards of the legal profession
 - b. Professionalism is a common trait among attorneys therefore it is expected that all

Youth Attorneys learn and practice professionalism

4. Be respectful to competition and Judges
 - a. Respect is a part of professionalism
 - b. Respect to the program and to the leaders is required from all participants
 - c. Judges deserve the respect they receive in the “real world”
5. Perform not just participate
 - a. You will be judged not only on your case and knowledge but also on your performance on the role of an attorney
 - b. Get into character and make us believe you are an attorney

Note- Most attorney shows do not properly represent the profession, so be wary of basing your performance on these shows.

Witness’s Role

1. Life of the case
 - a. Witnesses are the life of the case and provide us with the “real life” feel during trial
 - b. You are expected to act out your character as you feel the character would be
 - c. Witnesses are scored according to how well they portray the character
 - d. Almost anything goes from attitude to costumes, HAVE FUN
2. Technical expectations
 - a. Witnesses must know all of the statements provided in the case, they maybe called to testify as any of the characters
 - b. Witnesses must also be impartial and be willing to testify for any attorney team for any school

Rules of the Court

Attorneys must observe the following rules in the courtroom at all times

1. Attorneys need to always present their case from the council table or from the podium
2. ALWAYS!!! Stand when addressing the Judge
3. Never address comments to opposing council only to the Judge or witnesses
4. Ask permission from the Judge for anything during trial

Sanctity of the Court

It is important to take a moment and explain the reverence we hold for the judicial system we are mimicking here. We are unique as Americans in the way our system works. The first and most important is that all suspects and accused are presumed innocent until proven guilty. This is different than what we see in most parts of the world, where if you are accused you must then prove your innocence. Because of the nature of the business the judicial system handles it is important that this system be sanctified or “set apart”. This is to say that the judicial system is designed to be separate from political pressures and the will of one man or group of men. The judge does have “Supreme Authority” but that authority can be challenged outside the court through a process known as appeals. With that in consideration the judge must make his rulings based on the laws of the land and not solely on personal beliefs or political affiliation. This helps in keeping the court sanctified. Since we are mimicking this institution of enormous responsibility we need to keep in the forefront of our minds the gravity of the importance of what we do and the responsibility we have to our clients. Keeping these things in mind will allow you to be more than just a kid pretending to be a lawyer; you will become an attorney upholding the sanctity of one of the most treasured institutions in this country.

Hopefully that will have an impact on how you present your case and will show through your performance.

Order of the Trial

Note- The following explanations are in the order of typical cases. A flow chart will be provided at the end of this section for quick reference

Opening Statements

1. Prosecution
 - a. Must prove the case so prosecution always goes first
 - b. Introduce yourself and co-council to the court and thank the judge for appearing
 - c. Introduce the case and tell the judge all of the specifics (why we are all here)
 - i. Assume the judge knows nothing of the case
 - d. Tell the judge what you intend to prove, what evidence you have, and how it will help the case
 - e. Explain everyone you are going to call as witnesses and what they are going to testify. Link all testimony and evidence
 - f. use the opening statement to tell the story of what happened and how the suspect is guilty
 - g. Use emotion in your opening to get the point across better

Note- Everything you say in your opening must be backed up with verbal testimony from witnesses or physical evidence during the case. Do not say it in your opening if you cannot back it up in your case

2. Defense
 - a. May present your opening statement after prosecution or choose to defer until after the prosecution rests their case

- b. Introduce yourself and your client and thank the judge for appearing
- c. Defense does not have to prove anything in the case
Tell your client's side of the story and tell the judge who will testify to back up this story
- d. Listen to the prosecution opening statement and find all the points that you can counter during your opening statement
- e. USE EMOTION!!! You are defending a man's life, pretend that there is a lot at stake and communicate that to the court

Evidentiary Phase

1. Direct examination (prosecution)
 - a. Prosecution presents its witnesses first because they have the burden of proof and they must prove the case
 - b. When you call a witness to the stand whether you are prosecution or defense you are in direct examination phase
 - c. When you call a witness and they are testifying you must abide by the rules of direct examination
 - d. Ask open ended questions or questions that require an explanation
 - e. You cannot ask leading questions. These would be described as close ended questions or questions you can answer with a yes or no. These also include questions that have the answer in them (more in the objection section)
 - f. Witnesses must testify to every thing and their testimony is the only thing that will get physical evidence entered

Note- Verbal testimony by sworn in witnesses is evidence

2. Cross examination (defense)

- a. defense cross examines prosecution witnesses and prosecution cross examines defense witnesses
- b. Use cross examination to expose flaws in testimony and discredit the witness on stand
- c. Use leading questions to get the witness to answer the question you want them to answer (leading questions are yes or no, close ended questions)
- d. Cross examination is an optional phase
- 3. Redirect examination (prosecution)
 - a. Use redirect as a tool to rehabilitate witnesses that have been discredited or to re-explain testimony that may have been compromised by cross examination
 - b. Redirect is an optional phase
- 4. Re-cross examination (defense)
 - a. Use re-cross to further discredit
 - b. Re-cross is only an option if the opposing council chose to redirect their witness

Note- These roles are reversed when prosecution rests and defense presents its case. After that happens then defense will direct examine, prosecution will cross examine, defense will redirect examine, and prosecution will re-cross examine.

- 5. Witnesses and expert witnesses
 - a. Witnesses
 - i. Witnesses can only testify to personal facts or facts that they have personal knowledge about
 - ii. Witnesses testify to what they personally see or hear
 - iii. Witnesses can not testify to personal opinions whether it be about the suspect or opinions about the facts
 - b. Expert witnesses

- i. Expert witnesses must be qualified in the field they are going to be testifying to
 1. To qualify a witness you must establish experience and training in the field that they will be testifying
 2. The easiest way to qualify an expert witness is to ask the question "Have you ever testified in a court in the state of Oklahoma as a (insert profession)?" The premise is that if a previous judge has allowed this witness to be an expert witness in that field then by principle this judge will do the same
 - ii. Expert witnesses have much more freedom in testimony than standard witnesses. They are able to give professional opinions when questioned within the scope of the profession they are qualified for
 - iii. Expert witnesses are extremely important in the case and it is advisable that as prosecutors you use every one of them to your advantage. As defense attorneys you need to do what you can to discredit the testimony of expert witnesses. A discredited expert is detrimental to the prosecution's case
6. Entering physical evidence
- a. The process for entering evidence is as follows: present evidence to the court as exhibits, have witness pertinent to the evidence testify as to its importance in the

case, establish link to the case and chain of custody through witness testimony, when sufficient testimony is presented ask judge to enter the exhibit as evidence

- b. To get exhibits entered as evidence you must have sufficient testimony that links the exhibit to the crime. If it is the murder weapon then expert testimony must confirm that it is indeed likely that it was used in that capacity
- c. The chain of custody is as important as linking evidence to the crime. From the time the evidence is found at the scene to its showing up in court it passes several hands. You must establish and have every person that handled the evidence testify as to its whereabouts. Failing to do so does not guarantee that what the court has is the actual piece of evidence found and therefore will not be used in the court to convict
- d. When presenting the exhibits to the court always ask permission to approach the bench or wherever the evidence is being held. It is common courtesy to ask the judge permission in every phase of the exhibit process from getting the exhibit to showing it to the witness to even returning it to the bench

Note- Make sure that you have asked the judge to enter all exhibits that you worked with into evidence before you rest your case. Failing to do so will hurt your case tremendously if the evidence cannot be used

Closing arguments

1. Prosecution
 - a. Recap your entire case. Closing statement should mirror your opening statement except this time you are telling the judge what was testified and what you did prove

- b. Make one final plea for justice and remember that this is the last thing you get to say to the judge so use every means of persuasion and emotional pull to get what you want

Note- Since the prosecution has the burden of proof they are allowed a rebuttal after the defense has given their closing argument

2. Defense

- a. This is the last opportunity for you to re-elaborate on the holes you punched in the prosecution's case
- b. You should be exasperating on the **reasonable doubt** you placed on the event the prosecutions says happened
- c. Remember, you are pleading for the innocence of a man, do not be lame and boring. This should be the most emotional of the entire case and this should be the shining moment for you as defense

Objections

(Below are some common and frequently used grounds for objections to testimony in mock trial)

1. Hearsay

- a. Any testimony made by someone not in court to someone in court to attempt to prove a fact or a piece of evidence is hearsay and not usually permitted

Example: Doug is on trial for auto theft. As an alibi, Doug testifies, "Cindy told me that she had stolen that car for a joy ride. I never touched it."
(Cindy's out of court confession is trying to be used to prove that Doug did not take the car. The court has no idea if Cindy took the car or

not. Evidence would have to be introduced that Cindy did in fact steal the car.)

2. Leading question
 - a. Probably the most used objection in mock trial. This is a question that suggest the answer or has the answer embedded in the question
 - b. Not appropriate during direct and redirect examination only. Leading questions can be and should be used on cross examination
Example: "Did you see Doug steal the car?"
(The easiest way to avoid leading questions is not to ask questions that can be answered with a "yes" or "no")
3. Compound or Multifarious question
 - a. A question that contains two or more questions
Example: "What, if anything, did you see Doug do and what did you do when you saw him?"
4. Irrelevant
 - a. Any question that would be viewed as not having any relation to the case
5. Speculation
 - a. Questions that call on the witness to speculate an answer. That is to say that if the question would make the witness testify outside of his personal or profession knowledge then it is objectionable on the basis of speculation
Example: "Mr. Doe, Do you think Doug stole the car to get back at his friend for hitting him?"
(Mr. Doe cannot know the thoughts of the man or his reasoning. This would request that Mr. Doe get the answer outside his personal or professional knowledge)
6. Asked and answered or repetitive
 - a. This objection should be used when the question is continuously being asked for whatever reason

- b. There is more liberality with repetition on cross examination
- 7. Objection to scope
 - a. Objection to scope is used generally during redirect and re-cross.
 - b. Scope refers to the subject of the questions that are allowed to be asked when redirecting or re-crossing
 - c. In direct and cross examination the scope (or subject matter) of the question is totally open to the will of the examiner
 - d. In redirect, the scope (or subject matter) of the questions is limited to the scope established in cross examination
 - e. In re-cross, the scope (or subject matter) of the questions is limited to the scope established in redirect

Time Limits

Prosecution opening statement - 3 minutes

Direct examination - 15 minutes (this is the combined time for questioning all witnesses)

Cross examination - 8 minutes (this is the combined total for all cross examination of opposing council witnesses)

Defense opening statement - 3 minutes

Closing argument by prosecution (maybe split between rebuttal) - 5 minutes

Closing argument by defense - 5 minutes

Rebuttal by prosecution - Remaining time of the 5 minutes

This is an example to illustrate the objection of scope. The prosecutor is questioning a fruit farmer about various fruits.

Notice how the Scope gets smaller as the phases of questioning progresses.

Direct Examination- the prosecutor asks about apples, oranges, pineapples, bananas, peaches, limes, pomegranates, and coconuts. The scope for direct and cross is open at this point and is not hindered

Cross Examination- the defense chooses only to ask the farmer about pineapples, bananas, limes, coconuts, and pomegranates. This cross examination has set the scope for redirect and the examiner for redirect can only ask about these subjects

Redirect Examination- The prosecutor chooses only to ask about pineapples, limes, and pomegranates and therefore sets the scope of the re-cross examination to only these

Re-Cross Examination- The defense here is limited only to the three subjects listed in redirect and therefore chooses only to question

News Media Section

The News Media section comprises of Print Media and Broadcast Media. Each local club may nominate a limited number of students to participate in News Media. Check with the News Media Coordinators to obtain the current number since it is based upon the number of available slots and your club's size.

Print Media

“Put it before them briefly so they will read it, clearly so they will appreciate it, picturesquely so they will remember it and, above all, accurately so they will be guided by its light.” Joseph Pulitzer

What is news?

A classic definition: When a dog bites a man, it isn't news; but when a man bites a dog, it is.

However, news is, essentially, what makes people talk. In the CONA setting, it connects delegates across hallways, buildings, and program areas. It is our job to get the legislative delegate to stop at a meal or break and reflect on an aspect of the conference separate from debate, which is a lofty task.

During the OK Youth In Government conference year, you will have the opportunity to report on anything and everything going on in the YIG world, from behind-the-scenes conference planning, to interesting bills, to the artwork at the State Capitol. However, no one will believe it is news unless the reporter is truly interested. Since your possibilities are almost endless, from editorials, to features, to narrative nonfiction, it shouldn't be hard to write about something you want to learn more about.

Gathering Information

Once you have the idea for the story, the next step is to interview your sources. A great news story interviews as many people as possible, from as many view points as possible. Balanced reporting includes someone “for”, someone “against”, and the person most crucial to the story.

Here are facts to remember about interviewing:

- They are an opportunity for a journalist to learn something by chance.
- Prepare a few questions, but allow those prepared questions to guide you to details.
- Use shorthand, and remember it is okay to ask them to repeat themselves.
- Get as many direct quotes as possible (the shorthand helps a lot with this.)
- **Get correct spellings of names, places, etc.**
- When referring to a delegate, state their name and delegation.
- You may record audio of an interview, but written notes are still required.

Writing Articles

The parts of a news story include:

- The Lead - Usually in the first sentence, the lead tells the readers what your story is about while pulling them in to want to read more.
- Time Element – When is your story happening?
- Sources and Specific Information – this is where you tell your story, use the direct quotes you took in the interview process, and review why the story is important.

- Structure articles based on the inverted pyramid — most important information to the least important details.
- Meet your deadline and your word limit.
-
- Points to remember about the style of newspaper writing:
 - Remember your audience, you are writing to a group of high schoolers, not your English teacher.
 - Quotes are very important, try to use as many direct quotes as possible. Only use the best quotes.
 - Quotes begin new paragraphs.
 - Write concisely. Short, sweet, and to the point. “Write tight.” Focus and avoid clauses. Use direct, simple language (think Hemingway, a journalist in his early years.)
 - Show, don’t tell. Use more verbs (action words) than adjectives (descriptive words).
 - Evoke, don’t bore.

Writing Editorials

Editorials are the only instances in which journalists must include their personal opinions in their writing. If you do not have an opinion about, do not write about it. Opinion pieces work best when writers weave their opinions and experiences into a story. Editorials are designed to evoke emotion, entertain, motivate, and move.

Format is simple — start with an introduction, follow with supporting facts, and conclude with a solution. Focus on one issue and be succinct. Research and verify facts to ensure that your piece is accurate. Do not pull punches, but do not use information for shock value alone. Do not equivocate. Stay original and make sure that your piece is timely and relevant as well as informative.

Writing Features

Feature stories are different from standard news stories as their goal is to highlight a specific person, place, or thing. Features take an event and make it to a more personal level with which readers can identify.

Investigating specific events with a greater depth and breadth than the average article allows means that the reporter has more freedom. To help focus the story, ensure that it relates to something interesting that will entertain the reader. Make sure that it is also newsworthy and something relevant to readers.

Features may relate to important events or people, but by focusing on smaller pieces the writer will have a bigger impact on the reader by making the piece personally relevant. Make the connection to the bigger story your bottom line, or find a central theme in that bigger story and make it the main point of the feature.

Writing the feature as an anecdote may do well to draw readers in. Include a hinge in the anecdote that makes the feature's relevancy to the reader evident.

Copy Editing

- Know the style guide.
- Have a large vocabulary.
- Be knowledgeable regarding current events so as to be familiar with mistakes and misspellings.
- Precision is key – no glossing.
- Let the writer keep their own style.

Design

- Don't crowd page space

- Use no more than two font faces.
- Don't put too many graphics on a page.
- Do not put two headlines next to each other.
- Divide you page into four or six columns of text.
- The most important story is first.
- Have at least one dominant picture but no more than two.

Photography

Always take the picture. It is up the editor whether they want to include it or not, but a photo cannot be included if it does not exist.

Study photos in newspapers that you like. Decide what makes it appealing, and do that.

Use the rule of thirds. The subject of a picture should never rest in the center of the photograph unless it is a head shot. Balance subject with action.

abbreviations of titles

Governor- Gov.

Lieutenant- Lt. is abbreviated in every reference.

Representative- Rep.

President- Pres.

Vice President- VP

Presiding Officer(s)- PO(s)

academic department

Use lowercase except for words that are proper nouns or adjectives (as in part of an official or formal name).

Examples:

the Department of History, the history department

the Department of English, the English department

accept, except

Accept means to receive, except means to exclude.

affect, effect

Affect is a verb.

Effect is a noun.

afterward

Not *afterwards*.

aka (no spacing)

a.m., p.m.

Lowercase, with periods. Avoid the redundant 10 a.m. this morning.

amid

Never *amidst*.

among

Never *amongst*.

backward

Not *backwards*.

because, since

Use *because* to denote a specific cause-effect relationship:

He went *because* he was told.

Since is acceptable in a casual sense.

big brother

One's older brother is *big brother*, but *Big Brother* is always watching.

campaign manager

Not a formal title, never capitalize.

candidates

When referring to candidates, the word candidate is not capitalized.

Chandler Scholarship for Outstanding Christian Leadership, The

clerk

co-sponsor

Committee Chairperson

Always capitalized in the noun form, but not when *chair* is a verb.

Examples: "Please thank the Chair."

"I would like to chair this committee."

Conference on National Affairs, CONA

Conference Life Committee

May be referred to as *CLC* after first reference.

CLC Representative

Congress

Always capitalize U.S. Congress, but remember it refers to both the Senate and House of Representatives.

Consent Calendar

coup d'etat

Usually *coup* is sufficient.

dangling modifiers

Avoid modifiers that do not refer clearly to some word in the sentence.

For example:

Incorrect- "Today I saw the Governor in my pajamas."

Correct- "Today, in my pajamas, I saw the Governor."

dangling prepositions

Make sure that prepositions are always followed by a noun, especially "that" or "this".

However, don't go out of your way to make the sentence clumsy (like Winston Churchill).

For example:

Incorrect - "That is the type of arrant pedantry up with which I shall not put."

Correct - "That is the type of arrant pedantry I shall not put up with."

delegate

Only capitalize before names.

Delegation

Capitalized depending on the relation to a proper noun.

Examples:

"I recognize the delegate from the Florida Delegation."

"Please go to your delegation meeting."

district attorney

Do not abbreviate, only capitalize before a name.

District Court

editor-in-chief

Do not capitalize the official title, only if it comes before a name.

Always use hyphens.

Electoral College

But *electoral* vote(s).

executive branch

Always lowercase.

federal court or federal government

Never capitalized.

fewer, less

In general, use *fewer* for individual items, *less* for bulk or quality.

Example:

There are no *fewer* than 70 proposals pertaining to prostitution this year.

Can we have *less* disruption in the back of the chamber?

When referring to a individual, the first reference includes office title (if any) in full, excluding *Lt.*, first name, and last name.

Second reference and beyond, simply refer to the individual by abbreviated office title (if any) and last name.

forward

Not *forwards*.

government

Always lowercase, and never abbreviate.

governor

Lowercase if not referring to a specific office holder. Abbreviate as Gov. or Govs.

it's, its

It's a contraction for *it is* or *it has*. *Its* is the possessive pronoun.

judicial branch

Always lowercase.

Media Program

numbers

Spell out numbers one through ten, and use numerals for 11 and above.

Order of reference

If you are referring more than one delegate in a list, please refer to them in alphabetical order.

political, parties, and philosophies

Capitalize both the name of the party and the word *party*.
Lowercase the name of a philosophy in noun and adjective forms unless it is the derivative of a proper name, *fascist*, *Marxist*.

Premier Delegation

presidency

Always lowercase.

president

Only capitalized if it is a title of a name.

Press Corps.

Presiding Officer

primary sponsor

procedures

Technically called Legislative Procedures.

program area

While specific program areas are capitalized, this is not.

Senate

Stan Barton

“The Star-Spangled Banner”

But lowercase the national anthem.

State Director

Supreme Court of the United States

Third Committee Hearing Group

May be referred to as *TCHG* after first reference or simply *Third Committee*.

titles

In general, lowercase when not referring to a specific person, and capitalized if it is referring to a specific office holder. In YIG/YAG/Youth Leg, if it is a PO position, always capitalize the title.

toward

Not *towards*.

who's, whose

Who's is a contradiction for who is, not a possessive.
Whose is the possessive.\

Youth In Government, YIG

The organization's name capitalizes in so the acronym is YIG. NOTE that we are no longer Youth In Government, but Youth In Government.

"youth-run, youth-led" Not capitalized, always hyphenated

Formatting

Article Submissions

Save the document as .doc compatible. Name the file your first and last name only. In the document, the font should be Times New Roman size 12. Bold the title. DOUBLE SPACE.

Broadcast Media

In thinking about the differences between print media and broadcast media, you need to remember that in TV news you are telling a story with pictures and sound as well as with the written word. The types of stories told, as well as the research and development of a story are similar to that of print media.

For example, is your story a hard news story or a feature? In a hard news story you need to report the facts and only the facts, being careful not become a part of the story. Hard news should convey information not entertain. For example, viewers should be told what took place on the House floor rather than how difficult it was for you to conduct the interviews. On the other hand, if your story is a feature, you might want to get more involved. You don't have to play a role, but it is an option. Feature stories take a look at the endearing, personal, or funny side of an event or person.

What is unique about TV news reporting? Well, you must think about what images and sounds are essential for telling your story.

- What will create interest for the viewer?
- What provides information?
- What b-roll, nat-sounds, sound bites, stand-ups, CGs, and voice track will you use in the piece?
- In what sequence will you use the b-roll, natural sounds, sound bites, stand-ups, CGs, and voice track?
- Are there distracting sounds or images in the background?

Terms to know:

B-roll is the video you will use to tell your story. This video must be shot in various sequences of wide shots, medium shots, and close up shots at the locations where the story is taking place.

Nat-sounds are those natural sounds that are part of the video you are shooting. For example, you might want to get nat-sound of a legislative delegate defending his bill on the House floor or of a judge ruling on an objection.

Sound bites are those portions of the interview you choose to use in your story. You should always conduct thorough interviews, but you may not always use very minute of it in your story.

Stand-ups are those segments of the story when you are standing up in front of the camera telling part of the story at one of the locations you are covering. A stand-up allows your audience to see you at the location. It makes the story more personal. You are there and so are they. For example, “Hi, this is Jane Doe reporting from the Oklahoma House of Representatives where the debate is heating up over a very controversial bill.”

CGs are the words that you see within a story, like “Jane Doe Reporting” or “Jon Smith, Youth Governor”. Every person in your interview needs to have his or her name and school appear and be spelled correctly. It is the reporter’s job to make certain this information is accurate that the Video Editor has it during editing.

Voice track is where you record what you have written. It is the story you wrote. It is the last step in the TV news reporting process.

Time Code is the location of each your b-roll, nat-sound, sound bites, stand-up, and voice track on the tape. When you write your story you **MUST** make note of the time code for each of these elements. The Video Editor must know where to find each of the elements in order to edit your piece.

In TV news production, just like in print news, deadlines are very important. Once you've finished your part the Video Editor's role has just begun. REMEMBER-It takes approximately one hour to edit one minute of a newscast. So if your story is 90 seconds long they editor needs at least 90 minutes to edit it. If it is complicated then it will take even longer.

You will work very closely with a number of people as a member of the broadcast news crew.

- A news team consists of a reporter and a videographer.
- Every news team will work closely with the Producer and Coordinator, who helps them identify what story they will cover, as well as how it should be sequenced. The Producer will also set the deadline for each team.
- Teams will also work closely with the Video Editor. They will need to be available to assist with editing as needed. A news team's job is not done until the Video Editor as finished editing their piece.

Youth Commission Section

Introduction

The Youth Commission came as a result of a search by the YIG leadership for a way to introduce new delegates to the total program. Oklahoma was able to observe the success of a Youth Commission section in the Texas YIG program. Texas needed a way to reduce the size of their Legislative section without reducing the number of delegates at the State Conference. The Youth Commission provided a way for new delegates to develop their skills so they could successfully join any of the other YIG sections the next year.

Purpose

The purpose of the Youth Commission is to:

1. Give new delegates an overview and introduction to the total program.
2. Through this process prepare delegates for participation in future years in the Legislative, Judicial or News Media sections.
3. To provide an opportunity for delegates to discuss and learn about current issues.
4. To be exposed to the Executive Branch of state government.

Program Standards

1. All delegates must be first year delegates. No high school juniors or seniors are eligible for participation unless their club is in its first year of operation. Students may only participate one year in the Youth Commission.
2. Delegates will be exposed to Legislative, Judicial and News Media sections of YIG. They will have a working knowledge of each area upon completion, as demonstrated by the opportunity to see each section in session and to have a limited level of participation in each section.
3. Section activities include:
 - a. Exercises to enhance social interaction skills.
 - b. Writing and presenting a proposal on a topic of the delegate's choosing about an issue of state, national or international importance.
 - c. Participate in a mock trial.
 - d. Develop at the State Conference a
 - i. News paper story (as an individual) and
 - ii. Broadcast story (in a group).

Proposals

Each delegate participating in Youth Commission is required to write a proposal on a matter of importance at the state, national or international level. Each delegate must have his/her own

proposal and topics may not be duplicated within a local club. This will mean that a club with 10 delegates will have 10 different topics. Proposals are submitted with the registration for the State Conference.

Format

The format of the proposal follows:

Oklahoma YMCA Youth & Government
Youth Commission
February 2013

Proposal #_____

By: A. Smith
Shawnee

Introduction: (The introduction is a summary of your proposal.)

Body: (The body includes the information what is your proposal and why it is a good idea.)

Presentation

The presentation format is as follows:

1. Proposal Introduced by the Chair
2. Author has two minutes to explain the proposal (what will the proposal do but not why it is a good idea)
3. Group has three minutes to ask questions of the author
4. Debate – proponents have two minutes and opponents have two minutes
5. Author has two minutes to explain why the proposal should pass
6. A scored ballot vote is taken on the proposal
 - a. 1 – needs more development

- b. 3 – may be feasible
- c. 5 – good idea

Conference On National Affairs

Reflections by Katie Alsup, 2008 - 2009 State Print Editor

When it comes to the Conference on National Affairs I can be considered lucky. I have experienced both the media side and the “Youth Commission/proposal” – like side of CONA over a period of two years. In those two years I learned more about myself, government and editing than I ever thought possible.

The “Youth Commission/proposal” side of CONA is consumed with eye opening experiences. There is always research to be done in the Wired Bear and speeches and debate to be heard in committees across The Mountain. However, like most Youth In Government programs the satisfactory debate is coupled with bonds between states and opinions. There is nothing more comforting than sharing a “Eureka treat” on the porch of Lee Hall with the delegate in opposition in the Committee room. Meeting dozens of new people everyday helps seal the desire to return to once again look out on the beautiful landscape seen from the green rocking chairs on the old fashioned porch of Lee Hall.

As a media delegate I found that the bonds formed with fellow delegates are strong. I would even go as far to say that they can be stronger than that of the bond between two “Youth Commission/proposal” delegates, due to the fact that you are continuously with a much smaller group of delegates from across the United States. This past summer [2009] we had a truly amazing group of hard working delegates working on media. Two of the delegates, Sarah McClure from Texas and Logan Finucan from Wisconsin, were even published in the *Ridge Runner*, the YMCA Blue Ridge Conference Centers’ newspaper. It may seem more relaxed than the “Youth Commission/proposal” side, but media delegates never completely stop working. As the CONA media advisor Jennifer Owens said, “The news never stops.”

I can continue to tell about the different committees and connections made at the Conference on National Affairs, but it is easier experienced than explained. There is nothing like the bonds formed or the time spent in debate. I've learned that an open and questioning mind is the best tool one can take to CONA.

There are so many new opportunities CONA presents that are readily available for any delegate experience. It provides an easy way to grow and learn in beliefs and opinions. I wouldn't trade a thing for the times that I had on The Mountain. I met some truly amazing people and continue friendships with many. There is nothing like The Mountain or The Blue Ridge Spirit that all who have attended CONA feel. It is an indescribable feeling. You have to attend CONA to truly understand the greatness that is achieved on The Mountain.

Katie Alsup

Delegates who have attended their state conference this year and who have completed their 9th grade year are eligible for attendance. CONA is held at Black Mountain, North Carolina at the YMCA Blue Ridge Assembly Conference Center just outside of Ashville. The registration fee, transportation, group activity t-shirt and conference photograph cost approximately \$475 to \$525 (depending on transportation costs that year). Scholarships are available upon request if the delegates meets financial guidelines.

A selection committee will select 25 delegates. Delegates wishing to attend will need to submit their names to the committee for review. The 12 officers elected at the state conference (for year-long service) will be in the first group of 25 delegates.