



► YMCA YOUTH AND GOVERNMENT • EDUCATOR TOOLKIT

STORYBOOK COUNTY LESSON PLANS

2026-2027

Fourteen classroom lessons that practice real Youth and Government processes on public domain stories: bills, committees, debate, elections, courts, press, service, and proposals.

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STORYBOOK COUNTY

Classroom Lessons Built on YMCA Youth and Government

14 LESSONS

30-MINUTE SESSIONS

GRADES 9 TO 12

PUBLIC DOMAIN STORIES

AT A GLANCE

SUBJECT	Civics, Government, Law, Literature, Public Speaking, Media, Service Learning
GRADE LEVEL	9-12 (adaptable for middle school)
FORMAT	Each lesson is a stand-alone plan of three or four 30-minute sessions, written in the same structure as the Literary Character Mock Trial and Literary Character Trial Proposals lessons. Lessons can be taught alone, in any order, or in sequence as a full model-government unit that ends with a classroom "State Conference."

► THE DEVICE

Every lesson borrows the same trick as the two original lessons: real YMCA Youth and Government processes are practiced on fictional, public domain characters and places. Students argue about Humpty Dumpty's wall, Jack's beanstalk and the Three Little Pigs' building code instead of real legislation, which keeps the focus on the process, the procedure and the skill rather than on real-world politics. Every character used in this series is in the public domain (fairy tales, folklore, nursery rhymes, Aesop, Irving, Dickens, Carroll, Baum, Twain, Grahame, Barrie and similar). Teachers may substitute any other public domain character.

► THE SETTING: STORYBOOK COUNTY

All lessons take place in Storybook County, a fictional state-level jurisdiction with the same three branches students see at a Youth and Government conference.

- **The Legislature:** two chambers, the Assembly and the Senate, with Committees, a Speaker, a Senate President, Committee Chairs and Clerks.
- **The Executive:** a Governor, a Lieutenant Governor, a Secretary of State who runs elections, a Comptroller, an Attorney General and a Cabinet of Commissioners.
- **The Judiciary:** a Trial Court (the original Mock Trial lesson) and the Court of Appeals (the Appellate Court lesson), with a Chief Justice, Justices, an Attorney General and a Public Defender.
- **The Fourth Estate:** the Storybook Gazette, the county's Press Corps.
- **Civil Society:** Lobbyists and Youth Advocates representing groups such as the Woodland Residents Association, the Three Pigs Homebuilders Guild and the Porridge Producers Cooperative.

Recurring districts, which can double as student groups: Nursery Rhyme Village (Humpty Dumpty, Jack and Jill, Old Mother Hubbard, Little Bo Peep), the Deep Woods (the Big Bad Wolf, the Three Bears, Little Red Riding Hood, Hansel and Gretel), Beanstalk Hollow (Jack, the Giant's household, the cow dealer), Dickens Row (Ebenezer Scrooge, Bob Cratchit, Jacob Marley),

Sleepy Hollow (Rip Van Winkle, Ichabod Crane), Wonderland (the Queen of Hearts, the Mad Hatter, the White Rabbit), and the Riverbank (Mr. Toad, Ratty, Mole, Badger).

► THE LESSONS AND THE YOUTH AND GOVERNMENT PROCESS EACH TEACHES

01

Writing a Bill: An Act to Amend the Storybook County Building Code.

The bill format (purpose, definitions, provisions, justification, fiscal and environmental implications, effective date), the original-law rule, underlining and strikeouts, and the Seal of State Approval checklist.

02

Committee Hearing and Bill Ranking.

The hearing sequence (author's opening, technical questions, con and pro debate, summation), the Committee Chair's script, Clerk duties, the ranking rubric, and which bills advance to the chamber.

03

Floor Debate and Parliamentary Procedure: The Humpty Dumpty Wall Safety Act.

Recognition and decorum, the motions allowed in chamber, amendments, previous question, division, and the vote.

04

Presiding Officer Training: Running the Chamber.

Gavel signals, the chair's script, ruling on points of order, keeping time, and the Clerk and Sergeant at Arms roles. Every student presides.

05

The Governor's Cabinet: Bill Review, Signing and Veto Override.

Cabinet subgroups writing pro statements, con statements and questions, the Comptroller's fiscal review, the Governor's Office signing meeting, veto messages and the two-thirds override.

06

The Governor's Voice: Conference Theme and State of the State.

Choosing a theme, drafting the Opening, State of the State and Closing speeches, endorsing bills, and the Lieutenant Governor's service focus.

07

Running for Office: Candidate Speeches and the General Election.

Candidate forms, the three-minute speech tied to a core value, gavel time signals, press conference questions, voting, and why second place becomes Deputy.

08

Lobbyists and Youth Advocates: The Leave Behind.

Representing an interest group, interviewing a sponsor, writing a one-page leave behind, presenting pro and con positions, and advocacy ethics.

09

The Storybook Gazette: Press Corps.

News writing, the interview, photo shot lists, the nightly broadcast, social posts, and media literacy.

10

Court of Appeals: Wolf v. Storybook County.

The appellate brief (questions presented, statement of facts, summary of argument, argument, conclusion), oral argument before a five-justice panel, and the written opinion.

11

Middle School Resolutions.

Writing and presenting a resolution with a partner in a simplified debate format. Designed for grades 6-8 and for Resource Team mentors.

12

Core Value Speeches.

Short speeches on caring, honesty, respect and responsibility delivered as a character, with peer feedback.

13

The Lieutenant Governor's Service Focus: Service Learning in Storybook County.

Learning objectives, action, reflection and evaluation applied to a community need from a story.

14

Proposals and Roundtables: Preparing for the Conference on National Affairs.

Writing a proposal on a national-scale problem, presenting it in the proposal format, and closing with a roundtable reflection.

► SUGGESTED SEQUENCES

LEGISLATIVE UNIT (ABOUT 5 WEEKS OF 30-MINUTE SESSIONS)

Lessons 1, 2, 3, 4, 5. Students write bills, hear them in committee, debate them on the floor with student presiding officers, and send them to a student Governor and Cabinet.

FULL MODEL-GOVERNMENT UNIT (ABOUT 10 WEEKS)

Lessons 1 through 9 followed by a one-day classroom State Conference: Opening Session with the Governor's speech, committee hearings, chamber debate, press coverage, signing ceremony, elections.

JUDICIAL UNIT

The original Literary Character Trial Proposals lesson, the original Literary Character Mock Trial lesson, then Lesson 10 (Court of Appeals), so students see a case travel from charge to trial to appeal.

LEADERSHIP AND VALUES UNIT

Lessons 6, 7, 12, 13 and 14.

► SHARED MATERIALS

Each lesson lists its own handouts, and most reuse these shared pieces, which are included inside the lesson where they first appear:

- Storybook County Bill Template (Lesson 1)
- Seal of State Approval checklist (Lesson 1)
- Committee Chair script and Bill Ranking Rubric (Lesson 2)
- Parliamentary Procedure Cheat Sheet and Amendment Form (Lesson 3)
- Gavel signals and the Presiding Officer script (Lesson 4)
- Cabinet Review Form and Veto Override procedure (Lesson 5)

- Candidate Form and Election Speech rubric (Lesson 7)
- Leave Behind template (Lesson 8)
- Appellate Brief outline and Justice Bench Card (Lesson 10)

► A NOTE ON LANGUAGE

Throughout the series the program is called YMCA Youth and Government. "Core values" always refers to the YMCA's four values of caring, honesty, respect and responsibility. Y-Corps, the YMCA's summer service program, is a separate program and is named only where it is meant.

WHERE TO FIND EVERYTHING

Storybook County Lesson Plans use public domain stories to practice real YMCA Youth and Government processes: bills, committees, debate, courts, elections, service, and proposals. Every lesson is three or four 30-minute sessions. All of them, plus the seven Seal-Earning Units, live in one folder:

drive.google.com/drive/folders/1MieLDxVzKNq7QTwjw2EPFDqgMOaaJ2US. Part of the YMCA Youth and Government Educator Toolkit at nysyag.org. Questions: Drew Caldwell, dcaldwell@ymcanys.org.

WRITING A BILL

An Act to Amend the Storybook County Building Code

CIVICS

GOVERNMENT

LITERATURE

RESEARCH AND WRITING

AT A GLANCE

GRADES	9-12 (adaptable for younger students)
TIME	Four sessions, each 30 minutes long.
HANDOUTS	1. The Storybook County Building Code; 2. Storybook County Bill Template; 3. Seal of State Approval Checklist; 4. Sample Completed Section 2

THE STORY PROBLEM

Three Little Pigs built three houses. Two blew down. The Big Bad Wolf is a known hazard in the Deep Woods, yet Storybook County's Building Code says nothing about wind-resistant walls or wolf-resistant doors. Students will amend the code.

► THE PROCESS PRACTICED

Bill writing. Every bill at a YMCA Youth and Government conference amends or creates an actual law, follows a fixed format, and is checked for completeness before it may be heard. Students learn that format here by fixing the laws of Storybook County.

► CHARACTERS FOR CONSIDERATION (ALL PUBLIC DOMAIN):

1. **The Three Little Pigs** (homeowners; two are now homeless)
2. **The Big Bad Wolf** (the hazard the code must address, and a taxpayer)
3. **Humpty Dumpty** (a resident with a well known interest in wall safety)
4. **Hansel and Gretel** (the Witch's house is made of gingerbread; is it code compliant?)
5. **The Old Woman Who Lived in a Shoe** (occupancy limits)

► LEARNING OBJECTIVES:

- Students will be able to identify a problem in a community and connect it to an existing law.
- Students will be able to write a bill in the Youth and Government format: title, sponsors, enacting clause, purpose, definitions, provisions, justification, fiscal implications, environmental implications and effective date.
- Students will be able to show changes to existing law using underlines for additions and strikeouts for deletions.
- Students will be able to check a bill against the Seal of State Approval checklist.

► MATERIALS:

- Handout: "The Storybook County Building Code" (the existing law; see Supporting Document 1)
- Handout: "Storybook County Bill Template" (Supporting Document 2)
- Handout: "Seal of State Approval Checklist" (Supporting Document 3)

- Paper or shared digital document for drafting
- Whiteboard or projector

► PRE-PLANNING:

- **Group Formation:** Groups of 2-3 students. Each group becomes the sponsors of one bill.
- **Problem Selection:** Each group chooses one section of the Building Code to amend, or one new section to add. Encourage groups to pick different sections so the class ends with a varied bill book.
- **Optional Roles within the group:** Lead Sponsor (presents), Researcher (reads the code and the story), Drafter (writes the bill text).

SESSION 1 FROM STORY TO PROBLEM TO LAW

30 MINUTES

- 5** **Hook.** Read the ending of The Three Little Pigs aloud. Ask: whose fault was it that the straw house fell? The pig who built it, the wolf, or the county that let a straw house be built in wolf country? Explain that legislators turn exactly this kind of "someone should do something" moment into a bill.
- 10** **Read the Existing Law.** Distribute the Storybook County Building Code. Read it together. Point out that it has sections, definitions and gaps. Stress the first rule of Youth and Government bill writing: **you cannot move forward without the original law.** A bill changes a law; it does not float free.
- 10** **Problem Brainstorm.** On the board, list every problem a story character could have with this code (no wind-load rule, no definition of "dwelling," gingerbread is not a listed material, no occupancy limit for footwear). Each group picks one.
- 5** **Group Check.** Each group states its problem and the section of the code it will change in one sentence: "Section 3 should be amended to require..."

SESSION 2 DRAFTING THE BILL

30 MINUTES

- 5** **Walk the Template.** Distribute the Storybook County Bill Template. Read the enacting clause aloud: "The People of Storybook County, represented in the Senate and Assembly, do enact as follows." Explain each section in one line.
- 5** **The Marking Rule.** Show the two marks. Words being added to the law are **underlined**. Words being removed are **struck through** (draw a line through them). Then give the second rule: **if nothing is underlined or struck out, it is not a bill.**
- 15** **Draft.** Groups write the Purpose (one or two sentences), Section 1 Definitions (every new term underlined) and Section 2 Provisions (the actual change to the code, with underlines and strikeouts).
- 5** **Task Check.** Circulate. Ask each group to show one underline and one strikeouts.

SESSION 3 JUSTIFICATION, MONEY AND TREES

30 MINUTES

- 5** **Why This Bill.** Explain Justification. It answers "why should the county do this?" with evidence. In Storybook County, evidence comes from the stories: how many houses fell, who was harmed, what the wolf said at the door.
- 10** **Write the Justification.** Groups write 3-5 sentences citing at least two specific events from their source story.

10

Fiscal and Environmental Implications. Explain that every bill must say what it costs and what it does to the environment, even if the answer is "none." Groups write both. Prompt questions: Who pays for brick? Does the county need a wall inspector? What happens to the straw?

5

Effective Date. Groups choose a date and explain why (immediately, next building season, "upon the Wolf's next visit").

SESSION 4 THE SEAL OF STATE APPROVAL

30 MINUTES

5

Explain the Seal. At the conference, the Comptroller's team reads every bill for format before it is heard. A bill that passes gets the Seal of State Approval. Format is not optional; a brilliant idea in the wrong format is sent back.

10

Peer Review. Groups swap bills and complete the Seal of State Approval Checklist on another group's bill. Reviewers mark each item as met or not met and write one sentence of help for each missed item.

10

Revise. Groups fix what the reviewers found.

5

Wrap-Up. Each group reads its bill title aloud ("An Act to Amend Section 3 of the Storybook County Building Code in relation to wind-resistant construction"). Collect the bills; they are the bill book for the Committee Hearing lesson.

► ASSESSMENT

Bill Format

40

Every template section present and in order; underlines and strikeouts used correctly; original law identified.

Purpose and Provisions

25

The change is clear, specific and actually changes the law.

Justification

20

At least two pieces of evidence from the source story; reasoning connects evidence to the change.

Fiscal and Environmental Implications

10

Both addressed with reasons.

Teamwork

5

All members contributed.

► DIFFERENTIATION

Support

Provide a partly completed bill with the Purpose written and blanks for the provisions. Allow groups to amend only one sentence of the code.

Challenge

Require a definitions section with three or more terms, or ask the group to amend two sections that must work together (a wall rule and an inspection rule).

THE STORYBOOK COUNTY BUILDING CODE (EXISTING LAW)

Section 1. Short Title. This chapter shall be known as the Storybook County Building Code.

Section 2. Definitions. "Structure" means any built thing with a roof. "Owner" means the person, animal or egg who lives in the structure.

Section 3. Permitted Materials. Structures may be built of stone, brick, wood, straw, sticks or any other material the owner finds convenient.

Section 4. Inspection. The county may inspect a structure if the owner invites the county to tea.

Section 5. Walls. Walls shall be of a height sufficient to sit upon.

Section 6. Occupancy. No limit.

Section 7. Penalties. Any wolf, giant or witch who damages a structure shall be asked to leave.

STORYBOOK COUNTY BILL TEMPLATE

Committee Assignment: _____

Chamber Assignment: Assembly / Senate

Bill Number: _____

Introduced By (Sponsors): _____

Title: An Act to amend Section _ of the Storybook County Building Code in relation to _____

The People of Storybook County, represented in the Senate and Assembly, do enact as follows:

Purpose: (One or two sentences. What does this bill do and why?)

Summary of Provisions

Section 1. Definitions. (Every new term, fully underlined.)

Section 2. Provisions. (Copy the section of the code you are changing. Underline additions. Strike out deletions.)

Justification: (Why the county should pass this. Cite events from the story.)

Fiscal Implications: (What it costs, who pays, or why it costs nothing.)

Environmental Implications: (Effect on the Deep Woods, the river, the beanstalk, or none.)

Effective Date: (When the law takes effect.)

SEAL OF STATE APPROVAL CHECKLIST

Reviewer: _____ Bill Number:

- ☐ The original law is identified by section number.
- ☐ The Purpose is present and is one or two sentences.
- ☐ Section 1 Definitions is present and every new term is fully underlined.
- ☐ Section 2 Provisions shows the change with underlines and strikeouts.
- ☐ The Justification is present and cites the story.
- ☐ The Fiscal Implications are present.
- ☐ The Environmental Implications are present.
- ☐ The Effective Date is present.
- ☐ Title begins "An Act to..."
- ☐ Sponsors are listed.

Seal granted: Yes / Returned for correction (list items): _____

SAMPLE COMPLETED SECTION 2 (FOR THE TEACHER)

Section 3. Permitted Materials. Structures may be built of stone, brick, wood, ~~straw, sticks~~ or any other material the owner finds convenient material rated by the County Engineer to withstand a Category Two Huff and Puff. Straw and sticks may be used only for roofing above a brick or stone wall.

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COMMITTEE HEARING AND BILL RANKING

CIVICS

GOVERNMENT

PUBLIC SPEAKING

CRITICAL THINKING

AT A GLANCE

GRADES	9-12 (adaptable for younger students)
TIME	Four sessions, each 30 minutes long. Works best after the Writing a Bill lesson, but the sample bills in the Supporting Documents let it stand alone.
HANDOUTS	1. Sample Bills for the Committee on Housing and Hazards; 2. Committee Chair Script; 3. Bill Ranking Rubric

THE STORY PROBLEM

The Storybook County Committee on Housing and Hazards has four bills on its calendar and only two can advance to the chamber. Which ones deserve it?

► THE PROCESS PRACTICED

The committee hearing. Before any bill reaches the chamber floor at a YMCA Youth and Government conference it is heard in committee, where the sponsors present, delegates ask technical questions, debate alternates con and pro, the sponsors sum up, and the committee ranks the bills. The top bills move on. Students learn the exact sequence and the Chair's script.

► LEARNING OBJECTIVES:

- Students will be able to run and participate in a committee hearing in the correct order: author's opening, technical questions, con and pro debate, author's summation, ranking.
- Students will be able to distinguish a technical question (asking what the bill does) from a debate point (arguing whether it should pass).
- Students will be able to use the recognition formula: thank the Chair, state name and delegation.
- Students will be able to score a bill with a rubric and explain the score.

► MATERIALS:

- Bills from the Writing a Bill lesson, or the four Sample Bills (Supporting Document 1)
- Handout: "Committee Chair Script" (Supporting Document 2)
- Handout: "Bill Ranking Rubric" (Supporting Document 3)
- Placards (index cards with the student's district name) for recognition
- A gavel or something to tap twice (a marker on a desk works)
- Timer

► PRE-PLANNING:

- **Assign Roles:**
 - **Committee Chair** (1 student): runs the hearing from the script, keeps time, recognizes speakers, rules on points of order.
 - **Clerk** (1 student): reads the enacting clause of each bill, keeps the speakers list, records the ranking.
 - **Sponsors** (2-3 students per bill): present the bill and answer questions.
 - **Committee Members** (everyone else): ask questions, debate, rank. Sponsors join the committee when their bill is not being heard but may not rank their own bill.
- Rotate the Chair and Clerk each session so several students practice presiding.

SESSION 1 HOW A HEARING WORKS

30 MINUTES

- 5** **Hook.** Ask: if Humpty Dumpty's family came to the Legislature asking for a wall law, who would hear them first? Explain that no bill goes straight to a vote of the whole chamber. Committees exist to hear a few bills carefully.
- 10** **The Five Parts.** Teach the hearing order using the Chair Script. Write it on the board: (1) Author's Opening, up to 4 minutes, with the remainder saved for closing; (2) Technical Questions, non-debatable; (3) Debate, alternating con and pro, starting and ending with a con speaker; (4) Author's Summation; (5) Ranking or Vote.
- 10** **Technical Question Drill.** Read Sample Bill A aloud. Students write one technical question (what the bill does: "Does Section 2 apply to walls already built?") and one debate point ("This bill punishes homeowners instead of wolves"). Call on several to read both; the class sorts each into the right pile.
- 5** **Recognition Formula.** Practice standing with the placard, waiting to be recognized, and saying "Thank you, Chair. [Name], [District]." Explain the no-yielding rule: a recognized speaker speaks for themselves and does not hand the floor to someone else.

SESSION 2 FULL HEARING, BILLS A AND B

30 MINUTES

- 3** **Call to Order.** The Chair opens using the script. The Clerk reads the enacting clause of Bill A.
- 12** **Hearing on Bill A.** Opening (3 minutes), technical questions (a "series" is three questions; 3 minutes), debate (two con, two pro, alternating, 1 minute each; 4 minutes), summation (1 minute), ranking sheets completed (1 minute).
- 12** **Hearing on Bill B.** Same sequence.
- 3** **Debrief.** What was hardest, keeping a question technical or keeping debate alternating? Rotate Chair and Clerk for next session.

SESSION 3 FULL HEARING, BILLS C AND D, PLUS POINTS OF ORDER

30 MINUTES

- 3** **Add Two Tools.** Teach Point of Order (the rules are being broken: "Point of order, Chair, that question is debate, not technical") and Point of Information (a factual question to the Chair about procedure). Note that in committee, "previous question" and "extend debate" are not in order; the Chair controls time.
- 12** **Hearing on Bill C..**

12

Hearing on Bill D..

3

Debrief. Did anyone use a point of order correctly? Did the Chair rule promptly?**SESSION 4 RANKING AND REPORTING OUT****30 MINUTES**

10

Tabulate. The Clerk collects the rubric sheets and totals each bill's score on the board while the Chair explains that sponsors' scores for their own bill are set aside.

10

Discussion. Compare the ranking to the room's gut feeling. Was the best written bill the most popular? Which rubric line separated the top two? Explain that at the conference the top-ranked bills from each committee go to the chamber or a Joint Session and the rest wait for time to allow.

5

Report Out. The Chair announces: "The Committee on Housing and Hazards reports Bills _ and _ favorably to the Assembly." Two gavel taps end the hearing.

5

Wrap-Up. Each student writes one sentence: what would make my own bill rank higher?**► ASSESSMENT**

Chair and Clerk	Followed the script, kept the con and pro alternation, kept time, ruled on points of order, recorded the ranking accurately.
Sponsors	Clear opening, direct answers to technical questions, summation that responded to the con arguments.
Committee Members	Asked at least one technical question or gave one debate speech using the recognition formula; completed the rubric with reasons.
Participation and Decorum	Waited for recognition, no clapping after a bill fails, no referring to other bills by name during debate.

► DIFFERENTIATION**Support**

Give committee members question starters ("Does the bill define...", "Who enforces...", "What does Section 2 change..."). Shorten debate to one con and one pro.

Challenge

Ask the Chair to run the hearing without the script. Add a friendly amendment during Bill D and have the committee vote on it before ranking.

SAMPLE BILLS FOR THE COMMITTEE ON HOUSING AND HAZARDS

Bill A. An Act to Amend the Storybook County Building Code in relation to wind-resistant construction. Sponsors: The Three Little Pigs. Requires all new dwellings in the Deep Woods to use brick or stone walls; straw and sticks limited to roofing. Fiscal: cost of brick borne by owners; county hires one Wall Inspector. Environmental: less straw harvesting.

Bill B. The Humpty Dumpty Wall Safety Act. Sponsors: Humpty Dumpty's household. Requires guardrails on any public wall over three feet; creates a Wall Safety Fund. Fiscal: funded by a one-cent tax on eggs. Environmental: none.

Bill C. An Act to Regulate Beanstalk Cultivation. Sponsors: residents of Beanstalk Hollow. Requires a permit before planting any seed that may exceed cloud height; makes the planter liable for anything that falls from above. Fiscal: permit fees fund a Falling Giant Response Team. Environmental: protects the Hollow's airspace.

Bill D. The Porridge Temperature Disclosure Act. Sponsors: the Three Bears. Requires any household leaving porridge unattended to post its temperature; creates a defense to burglary charges for anyone who enters only to test porridge. Fiscal: cost of thermometers. Environmental: none.

COMMITTEE CHAIR SCRIPT

"This hearing of the Committee on Housing and Hazards will come to order. Will the sponsors of Bill number _____ please approach the podium? Will the Clerk please read the enacting clause?"

(Clerk reads: "The People of Storybook County, represented in the Senate and Assembly, do enact as follows.")

"Sponsors, you have four minutes for your opening. You may reserve any remaining time for your summation."

"We are now in a period of technical questions. Technical questions ask what the bill does; they are not debate. Members wishing to ask a question, please raise your placard."

"We will now move to debate. Debate alternates con and pro and must begin and end with a con speaker. Speakers, thank the Chair and state your name and district when recognized. Is there a con speaker?"

"Sponsors, you have your remaining time for summation."

"Members, please complete your ranking sheets. Sponsors do not rank their own bill." (Two gavel taps.) "This concludes the hearing on Bill number _____."

Handling a Point of Order: "State your point." Then rule: "Your point is well taken" or "Your point is not well taken," and move on.

BILL RANKING RUBRIC (SCORE EACH LINE 1 TO 5; MAXIMUM 30)

- **How Well Written:** Format complete, changes clearly marked, language precise.
- **Justification and Implications:** Evidence from the story; fiscal and environmental sections thoughtful.
- **Author's Presentation and Knowledge:** Clear opening; answered technical questions accurately.
- **Importance to Storybook County:** Addresses a real and recurring problem.
- **Feasibility:** Could actually be carried out and enforced.
- **Debatability:** Produced real arguments on both sides.

Member name: _____ District: _____ Bill number: Total: _____

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FLOOR DEBATE AND PARLIAMENTARY PROCEDURE

The Humpty Dumpty Wall Safety Act

CIVICS

GOVERNMENT

PUBLIC SPEAKING

DEBATE

AT A GLANCE

GRADES	9-12 (adaptable for younger students)
TIME	Four sessions, each 30 minutes long.
HANDOUTS	1. The Humpty Dumpty Wall Safety Act; 2. Parliamentary Procedure Cheat Sheet; 3. Amendment Form

► THE PROCESS PRACTICED

Chamber debate under parliamentary procedure. Once a bill leaves committee it is debated by the full Assembly or Senate using a small set of motions and strict decorum. Students learn the motions, the amendment process and the vote by debating a bill everyone already understands: should Storybook County put a guardrail on the wall Humpty Dumpty fell from?

► LEARNING OBJECTIVES:

- Students will be able to follow the chamber sequence: enacting clause, author's opening, technical questions, alternating debate, summation, vote.
- Students will be able to make and respond to the chamber motions: point of order, point of information, point of personal privilege, motion to amend, motion to extend debate, previous question, and division.
- Students will be able to write and move an amendment using the Amendment Form.
- Students will be able to practice chamber decorum.

► MATERIALS:

- Handout: "The Humpty Dumpty Wall Safety Act" (Supporting Document 1)
- Handout: "Parliamentary Procedure Cheat Sheet" (Supporting Document 2)
- Handout: "Amendment Form" (Supporting Document 3)
- Placards, gavel, timer
- Role cards for the witness characters who will speak in debate (Humpty Dumpty's household, All the King's Horses and All the King's Men, the Wall Owner, a taxpayer from Nursery Rhyme Village, a representative of the Egg Producers)

► PRE-PLANNING:

- **Assign Roles:**

- **Speaker of the Assembly** (1 student): presides. See the Presiding Officer Training lesson for a fuller treatment; for this lesson the teacher may preside in Session 2 and hand the gavel to a student in Session 3.
- **Clerk** (1 student): reads the enacting clause, keeps the speakers list, counts votes.
- **Sergeant at Arms** (1 student): maintains decorum, collects amendment forms, carries them to the Clerk.
- **Sponsors** (2-3 students): present and defend the bill.
- **Assembly Members** (everyone else): each receives a district and a leaning (con, pro or undecided) so debate has two sides. Several also receive a character role card that gives them a story-based argument to make.

SESSION 1 THE RULES OF THE ROOM

30 MINUTES

- 5 Hook.** Read the rhyme. Ask: after the fall, who should have done something? Explain that the chamber will now decide.
- 10 Cheat Sheet Walkthrough.** Teach the sequence and each motion with one example line. Emphasize the three things a recognized speaker may do: address the chamber, ask a series of questions through the Chair, or make one motion, which must be declared at the start ("I rise to make a motion").
- 10 Motion Drill.** The teacher reads short scenarios; students call out the right motion. "The room is too cold to think." (Point of personal privilege.) "The speaker is arguing during technical questions." (Point of order.) "We have heard enough; let's vote." (Previous question.) "I can't tell if the ayes won." (Division.) "What vote does an override need?" (Point of information.)
- 5 Decorum.** Post the rules: wait for recognition; no applause after a bill fails, controlled applause after a bill passes; do not name other members in debate; do not reference other bills; no props; no placard waving.

SESSION 2 DEBATE, ROUND ONE

30 MINUTES

- 3 Call to Order.** Presiding officer opens; the Clerk reads the enacting clause; sponsors approach.
- 4 Author's Opening..**
- 5 Technical Questions.** One series of three.
- 14 Debate.** Alternating con and pro, one minute each, beginning with con. Character role cards are used here (All the King's Horses: "We spent an entire afternoon trying to put him together again; a guardrail costs less than our overtime").
- 4 Pause and Debrief.** Which motions were used? Were any used wrongly? Hold the bill over to the next session; the Chair announces "The Assembly stands in recess."

SESSION 3 AMENDMENTS AND THE VOTE

30 MINUTES

- 5 The Amendment Form.** Teach the two kinds: friendly (the sponsors accept it; no vote needed) and unfriendly (the chamber votes). Amendments add or delete specific words in a specific section. Limit: two per bill.

10

Draft and Move. In pairs, members draft an amendment (lower the wall height from three feet to two; replace the egg tax with a fee on wall owners; exempt castle walls). The Sergeant at Arms collects forms. The Chair selects two, reads each, asks the sponsors whether it is friendly, and if not, allows one con and one pro speech and a vote.

8

Closing Debate and Previous Question. One more con and pro. A member moves the previous question; the Chair explains it needs a two-thirds vote after the first round of debate; the chamber votes on ending debate.

5

Summation and Final Vote. Sponsors sum up. Vote by placard and voice. If close, a member calls for division and the Clerk counts a standing vote. The Chair announces the result and taps the gavel twice. "This bill is passed and will be sent to the Governor" or "This bill is defeated."

2

Decorum Check. Spirit fingers if it passed. Silence if it failed.

SESSION 4 SECOND BILL, STUDENT-RUN

30 MINUTES

25

Full Run. Repeat the sequence on a second bill (one from the Committee Hearing lesson, or Sample Bill C, the beanstalk bill) with a student presiding and no teacher prompts. Compress each stage: opening 2 minutes, questions 3, debate 10, amendments 5, summation and vote 5.

5

Wrap-Up. Students write the one motion they now feel confident making and the one they still find confusing.

► ASSESSMENT

Members	Used the recognition formula; made at least one on-topic debate speech or correct motion; followed decorum.
Sponsors	Opening stated the problem and the fix; handled technical questions; summation answered the strongest con argument.
Presiding Officer and Clerk	Kept the sequence; ruled on points; counted accurately; announced results with the proper gavel taps.
Amendments	Specific, properly formed, correctly moved and disposed of.

► DIFFERENTIATION

Support

Give every member a speech starter card with a one-sentence argument matching their leaning. Allow the teacher to preside throughout.

Challenge

Remove the leaning assignments and let members choose sides after hearing the opening. Require every speaker to respond to the previous speaker's point before making their own.

THE HUMPTY DUMPTY WALL SAFETY ACT

Bill Number: A-2 **Chamber:** Assembly **Introduced By:** The Humpty Dumpty Household, Nursery Rhyme Village

Title: An Act to amend Section 5 of the Storybook County Building Code in relation to wall safety.

The People of Storybook County, represented in the Senate and Assembly, do enact as follows:

Purpose: To prevent great falls from public walls by requiring guardrails and creating a Wall Safety Fund.

Section 1. Definitions. "Public wall" means any wall on county property that a person, animal or egg can sit upon. "Guardrail" means a barrier at least eighteen inches high along the top of a public wall.

Section 2. Provisions. Section 5 is amended to read: Walls shall be of a height sufficient to sit upon. Any public wall over three feet in height shall have a guardrail. A Wall Safety Fund is created, financed by a tax of one cent per dozen eggs sold in the county, to pay for guardrails and for the services of All the King's Horses and All the King's Men.

Justification: A resident of Nursery Rhyme Village suffered a great fall from a public wall. All the King's Horses and All the King's Men could not put him together again. The county has no wall safety rule.

Fiscal Implications: Egg tax estimated to raise enough for twelve guardrails per year.

Environmental Implications: None.

Effective Date: The first day of spring.

PARLIAMENTARY PROCEDURE CHEAT SHEET

Order of business for a bill: Clerk reads enacting clause; author's opening (reserve time for summation); technical questions (non-debatable; a series is two in the chamber); debate alternating con and pro, starting and ending con; amendments; summation; vote.

When recognized: "Thank you, Speaker. [Name], [District]." You may (a) address the chamber, (b) ask a series of questions through the Chair, or (c) make one motion, declared at the start. You may not yield your time to another member.

Motions and points

- **Point of Order:** The rules are being broken. Interrupts. The Chair rules.
- **Point of Information:** A question about procedure or the bill's status, asked to the Chair. Not debate.
- **Point of Personal Privilege:** Comfort or safety of the chamber (cannot hear, too cold, need a moment). Not for arguing.
- **Motion to Amend:** Submitted on the Amendment Form. Friendly amendments are accepted by the sponsors; unfriendly amendments get one con, one pro and a majority vote. Two per bill.
- **Motion to Extend Debate:** Adds speakers. Majority vote.
- **Previous Question:** End debate and vote now. Needs two-thirds, and only after at least one full round of debate.
- **Division:** Demand a standing count when the voice vote is unclear. No vote needed; the Chair orders the count.

Votes: Passage by simple majority, by placard and voice. The Clerk breaks ties. Two gavel taps end consideration of a bill. Veto override needs two-thirds (see the Governor's Cabinet lesson).

Decorum: No applause for a defeated bill; controlled applause or spirit fingers for a passed bill. Do not name members. Do not reference other bills. No props. No placard waving. Argue the bill, not the person.

AMENDMENT FORM

Bill Number: ___ Section to be amended:

Moved by: _____ District: _____

Type: Friendly / Unfriendly (circle) **Change:** Add words / Delete words / Replace words (circle)

Exact text to delete: _____

Exact text to insert: _____

Reason (one sentence): _____

Sponsors accept as friendly: Yes / No Chamber vote: Adopted / Failed

ABOUT THIS SERIES

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drive.google.com/drive/folders/1MIeLDxVzKNq7QTWjw2EPFDqgMOaaJ2US. Part of the YMCA Youth and Government Educator Toolkit at nysyag.org. Questions: Drew Caldwell, dcaldwell@ymcanys.org.

PRESIDING OFFICER TRAINING

Running the Chamber

CIVICS

GOVERNMENT

LEADERSHIP

PUBLIC SPEAKING

AT A GLANCE

GRADES	9-12 (adaptable for younger students)
TIME	Four sessions, each 30 minutes long.
HANDOUTS	1. Presiding Officer Script and Gavel Signals; 2. Mini-Bill Cards; 3. Clerk's Journal Page; 4. Curveball Cards

THE STORY PROBLEM

The Storybook County Assembly has a long calendar of very short bills. Each needs a Presiding Officer who can get it heard fairly in five minutes.

► THE PROCESS PRACTICED

Presiding. YMCA Youth and Government chambers and committees are run entirely by students: Speakers, Senate Presidents, Committee Chairs, Clerks and Sergeants at Arms. Presiding Officers train for months on the script, gavel signals, recognition, time keeping and rulings. In this lesson every student presides over at least one short "mini-bill" so the class learns that leading a room is a skill, not a personality.

► LEARNING OBJECTIVES:

- Students will be able to open, run and close consideration of a bill from the Presiding Officer script.
- Students will be able to use gavel signals and time signals.
- Students will be able to recognize speakers fairly and alternate con and pro.
- Students will be able to rule on points of order and personal privilege calmly and move on.
- Students will be able to perform the Clerk and Sergeant at Arms duties that support the chair.

► MATERIALS:

- Handout: "Presiding Officer Script and Gavel Signals" (Supporting Document 1)
- Handout: "Mini-Bill Cards" (Supporting Document 2), one card per student
- Handout: "Clerk's Journal page" (Supporting Document 3)
- Handout: "Curveball Cards" (Supporting Document 4) for the teacher
- Gavel, timer, placards

► PRE-PLANNING:

- Every student will preside once. Make a rotation list so each student also serves once as Clerk and once as Sergeant at Arms.
- Mini-bills are one sentence long so the room can hear six to eight of them in a session.

SESSION 1 WHAT THE CHAIR ACTUALLY DOES

30 MINUTES

- 5** **Hook.** Have the Queen of Hearts "preside" for one minute (the teacher, shouting "Off with their heads" at anyone who speaks without permission, recognizing only her friends, calling the vote before debate). Ask what went wrong. List the opposite on the board: fair recognition, predictable order, calm rulings, clear results.
- 10** **The Script.** Read the Presiding Officer Script aloud, taking turns one line at a time. Teach the three gavel moments: one tap to call to order or to signal 30 seconds remaining, two taps at 15 seconds remaining and at the end of a bill, and the phrase "The chamber will come to order" instead of pounding.
- 10** **The Supporting Roles.** Teach the Clerk (reads the enacting clause, keeps the speakers list by district, records the vote in the Journal) and the Sergeant at Arms (watches decorum, collects amendment forms, counts a division with the Clerk). Demonstrate with one mini-bill, teacher presiding.
- 5** **Assign the Rotation.** Post the order for Sessions 2 and 3.

SESSION 2 EVERYONE PRESIDES, ROUND ONE

30 MINUTES

- 2** **Setup.** First PO, Clerk and Sergeant take their places.
- 26** **Mini-Bills.** Each PO runs one mini-bill in about four minutes: call to order, Clerk reads enacting clause, sponsor opening (30 seconds), two technical questions, one con and one pro (30 seconds each), summation (20 seconds), vote, announcement, two taps. The next PO steps up without a break. The teacher holds up a Curveball Card once per PO (a point of personal privilege, a member who starts clapping, a second con speaker trying to go when a pro is due).
- 2** **Quick Debrief.** Each PO names one thing that went well.

SESSION 3 EVERYONE PRESIDES, ROUND TWO, HARDER

30 MINUTES

- 26** **Mini-Bills with More Curveballs.** Remaining students preside. Curveballs escalate: a point of order that is wrong, a tie vote (the Clerk breaks it), a member who tries to yield time, a call for division, a friendly amendment.
- 4** **Debrief.** What is the hardest thing about staying neutral when you have an opinion on the bill?

SESSION 4 PRESIDING AT LENGTH

30 MINUTES

- 20** **Full Bill.** Two students, selected by the class or by ranked choice vote, preside over a full bill from the Floor Debate lesson, splitting the bill at the start of amendments so both get a long stretch in the chair. A third student serves as Deputy Speaker, seated beside the chair to keep the speakers list and whisper the next line if needed, which is how real conference deputies help.
- 5** **Feedback Circle.** The class gives each PO one specific compliment and one specific suggestion using the rubric language.
- 5** **Wrap-Up.** Explain that at the conference the Speaker and Senate President are elected and the second-place finisher becomes Deputy. Ask students who would like to run in the Elections lesson.

► ASSESSMENT

Script and Sequence Followed the order; used the right words; did not skip stages.	30
Fairness Alternated con and pro; recognized by placard order; did not favor friends.	25
Rulings Responded to each curveball with a decision and moved on.	20
Time and Gavel Signals at 30 and 15 seconds; two taps at the end; stayed within the bill's time.	15
Clerk and Sergeant Duties Enacting clause read; journal accurate; division counted correctly; decorum enforced quietly.	10

► DIFFERENTIATION

Support

Allow the PO to read directly from the script card for the whole bill. Pair a nervous PO with a Deputy from the start.

Challenge

Require the PO to run a bill with no script in hand, or to handle a disputed point of order by explaining the rule in their own words.

PRESIDING OFFICER SCRIPT AND GAVEL SIGNALS

Opening: (one tap) "The Storybook County Assembly will come to order. Will the sponsors of Bill number _____ please approach the podium? Will the Clerk please read the enacting clause?"

Author's time: "Sponsors, you have _____ minutes for your opening. You may reserve time for summation."

Technical questions: "We are in a period of technical questions. Members, please raise your placards. [District], you are recognized for a series."

Debate: "We now move to debate, beginning with a con speaker. Is there a con speaker?" (Recognize.) "Is there a pro speaker?" Continue alternating. "We will end on a con speaker."

Point raised: "State your point." Then: "Your point is well taken; [correction]." or "Your point is not well taken; debate will continue."

Amendments: "The Sergeant at Arms will collect amendment forms. The Clerk will read the amendment. Sponsors, do you accept this amendment as friendly?"

Summation: "Sponsors, you have _____ remaining for summation."

Vote: "All those in favor of Bill _____, raise your placards and say aye. All those opposed, raise your placards and say nay. In the opinion of the Chair the ayes/nays have it." If division is called: "A division has been called. All in favor please stand to be counted."

Result: (two taps) "Bill _ is passed and will be sent to the Governor." or "Bill _ is defeated." Then: "Will the sponsors of the next bill please approach the podium?"

Recess: "The Assembly stands in recess until _____."

Gavel signals: One tap: come to order, or 30 seconds remaining for a speaker. Two taps: 15 seconds remaining, and the end of consideration of a bill. Never pound repeatedly; say "The chamber will come to order."

MINI-BILL CARDS (ONE SENTENCE EACH; SPONSOR READS IT AS THE WHOLE BILL)

- An Act requiring every bridge troll to post its riddle in advance. (Three Billy Goats Gruff)
- An Act banning the sale of magic beans to minors. (Jack and the Beanstalk)
- An Act requiring porridge to be served at a single, moderate temperature. (Three Bears)
- An Act creating a Sleepy Hollow Twenty-Year Nap Registry so families can find missing nappers. (Rip Van Winkle)
- An Act requiring all woodcutters to carry a license. (Hansel and Gretel; Little Red Riding Hood)
- An Act limiting unbirthday parties to one per week. (Alice in Wonderland)
- An Act requiring motorcars on the Riverbank to be registered to a responsible adult. (The Wind in the Willows)
- An Act requiring shepherds to count sheep twice before reporting them lost. (Little Bo Peep)
- An Act requiring the cupboard of every household to hold at least one bone. (Old Mother Hubbard)
- An Act fining anyone who cries wolf without a wolf. (Aesop)
- An Act requiring pied pipers to register with the Department of Pest Control. (The Pied Piper of Hamelin)
- An Act requiring all emperors to have their clothing inspected before parades. (The Emperor's New Clothes)
- An Act making the first day of spring a county holiday for tortoises. (Aesop)
- An Act requiring all glass slippers to be sold in pairs. (Cinderella)
- An Act requiring cats to wear bells within fifty feet of a mouse hole. (Aesop)
- An Act limiting Christmas Eve ghost visits to one per household. (A Christmas Carol)

CLERK'S JOURNAL PAGE

Date: _____ Chamber: Assembly / Senate Presiding Officer: _____

Bill number and title: _____

Sponsors: _____ Technical question series:

Con speakers (district): _____ Pro speakers (district): _____

Amendments: ___ (friendly / voted) Points raised: _____

Vote: Ayes ___ Nays ___ Division called: Y / N Result: Passed / Defeated

CURVEBALL CARDS (TEACHER READS OR HANDS TO A MEMBER TO PERFORM)

- Rise on a point of personal privilege: "I cannot hear the sponsor."
- Start clapping loudly when a bill is defeated.
- Try to speak pro when the Chair has called for a con speaker.
- Say "I yield my remaining time to the member from Wonderland."
- Rise on a point of order that is wrong: "The sponsor cannot speak twice." (They can; summation is theirs.)
- Call for division after a lopsided vote.
- Ask a debate question disguised as a technical question: "Doesn't the sponsor agree this bill is unfair?"
- Produce a prop (a stuffed wolf) during debate.
- Vote both aye and nay.
- Submit a friendly amendment that changes one word.

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THE GOVERNOR'S CABINET

Bill Review, Signing and Veto Override

CIVICS

GOVERNMENT

CRITICAL THINKING

PUBLIC SPEAKING

AT A GLANCE

GRADES	9-12 (adaptable for younger students)
TIME	Four sessions, each 30 minutes long. Uses bills passed in the Floor Debate lesson, or the sample bills included here.
HANDOUTS	1. Sample Bills Sent to the Governor; 2. Cabinet Review Form; 3. Governor's Office Meeting Script; 4. Veto Message Template; 5. Veto Override Procedure

THE STORY PROBLEM

The Storybook County Assembly has sent five bills to the Governor, including the Humpty Dumpty Wall Safety Act with its egg tax and the Porridge Temperature Disclosure Act with its "burglary defense." The Governor has two days and one pen.

► THE PROCESS PRACTICED

The executive branch's handling of passed bills. At a YMCA Youth and Government conference the Governor's Cabinet reviews every bill in subgroups, producing a pro statement, a con statement, questions and a recommendation to sign, veto or wait. The Comptroller's group checks finances and format. The Governor meets sponsors in the Governor's Office, signs bills "into youth law" or vetoes them, and the chamber may override a veto with a two-thirds vote. Students learn that passing a bill is not the end of the story.

► LEARNING OBJECTIVES:

- Students will be able to analyze a bill from the executive's point of view: Is it workable, affordable, lawful, and consistent with the county's goals?
- Students will be able to write a balanced Cabinet Review (pro statement, con statement, two questions, recommendation).
- Students will be able to conduct a Governor's Office signing meeting and write a veto message.
- Students will be able to run a veto override under the correct procedure and vote threshold.

► MATERIALS:

- Passed bills from earlier lessons, or Sample Bills (Supporting Document 1)
- Handout: "Cabinet Review Form" (Supporting Document 2)
- Handout: "Governor's Office Meeting Script" (Supporting Document 3)
- Handout: "Veto Message Template" and "Veto Override Procedure" (Supporting Documents 4 and 5)
- A stamp or sticker reading "Signed into Youth Law" (optional, fun, and the real conference uses one)

- Bill status tracker on the board: Waiting to Be Heard, Governor Deciding, Ready to Be Signed, Signed, Vetoed, Defeated

► PRE-PLANNING:

- **Assign Roles:**
 - **Governor** (1 student): leads Cabinet, makes final decisions, runs signing meetings.
 - **Lieutenant Governor** (1 student): chairs Cabinet discussions, keeps the status tracker current.
 - **Comptroller** (1 student) and **Comptroller's Group** (2 students): fiscal review and format check (the Seal of State Approval).
 - **Attorney General** (1 student): reviews each bill for conflicts with existing Storybook County law and the Constitution (fairness, due process, equal treatment of eggs and non-eggs).
 - **Commissioners** (remaining students in subgroups of 3): Housing and Hazards, Woodland Affairs, Agriculture and Porridge, Transportation and Beanstalks, Public Safety.
 - **Sponsors**: students who wrote the bills return to defend them in the Governor's Office and at override.
- Cabinet work is confidential until decisions are announced, as it is at the conference.

SESSION 1 THINKING LIKE THE EXECUTIVE

30 MINUTES

- 5** **Hook.** "The Assembly just voted 24 to 3 to tax eggs to pay for guardrails. The Governor is an egg." Ask: does the Governor have to sign? Explain sign, veto, and wait.
- 10** **Three Lenses.** Teach the Cabinet's three questions. Workability: can a county agency actually do this? Money: does the fiscal section hold up? Law: does it conflict with other laws or basic fairness? Give one quick example of each using the Porridge Act (who enforces temperature posting; who pays for thermometers; a "burglary defense" for porridge tasting may undermine the whole burglary law).
- 10** **Assign Bills to Subgroups.** The Lieutenant Governor assigns each bill to the matching subgroup. Subgroups read their bill and begin the Cabinet Review Form.
- 5** **Comptroller and AG Briefing.** The Comptroller's Group and the AG begin their separate reviews of every bill.

SESSION 2 CABINET REVIEW

30 MINUTES

- 15** **Complete the Reviews.** Subgroups finish: a pro statement (two sentences), a con statement (two sentences), two questions for the sponsors, and a recommendation. The Comptroller's Group marks each bill's fiscal section as sound, weak or missing and grants or withholds the Seal. The AG writes a one-line legal flag or "no concerns."
- 12** **Cabinet Meeting.** The Lieutenant Governor calls each bill in turn. The subgroup reports in one minute; the Comptroller and AG add their lines; the Governor asks one question and records a tentative decision. Decisions stay confidential.
- 3** **Update the Tracker.** Each bill moves to Governor Deciding or Ready to Be Signed.

5

Script Walkthrough. Read the Governor's Office Meeting Script. Note the real conference practice: the Governor asks sponsors why they chose the topic and why it matters to the state, then explains the decision.

20

Signing Meetings. Sponsors of each bill are called in for a four-minute meeting. For bills the Governor signs: handshake, question, explanation, signature, stamp, photo (optional), tracker updated to Signed. For bills the Governor vetoes: same courtesy, then the Governor reads the veto message aloud and hands it to the sponsors. At least one bill should be vetoed so Session 4 has work to do; if the Governor would sign everything, the teacher plays a stern Comptroller.

5

Reflection. Sponsors of vetoed bills meet to decide whether to seek an override. The rest of the class predicts the vote.

5

Procedure. Teach the override from the Procedure sheet: a Cabinet member explains the veto (1 minute); the author responds (1 minute); one con and one pro speaker (1 minute each); no technical questions; standing count; two-thirds needed.

15

Run the Overrides. The Assembly reconvenes with a student presiding. Each vetoed bill gets the full procedure. The Clerk counts and the Chair announces: "Due to the consensus of the chamber, this veto has been overridden" or "This veto stands."

5

Final Tracker. Move each bill to its final status. Count how many of the original bills became youth law.

5

Wrap-Up. Discuss: Did the Cabinet catch anything the Assembly missed? Was any veto really about the bill, or about who sponsored it? Which is harder, passing a law or stopping one?

► ASSESSMENT

Cabinet Review Form

30

Pro and con statements fair and specific; questions aimed at real weaknesses; recommendation follows from the analysis.

Comptroller and AG Reviews

15

Fiscal and legal flags accurate and explained.

Governor and Lieutenant Governor

20

Ran meetings courteously and on time; decisions explained with reasons, not preferences.

Veto Message

15

States the reason, cites the section at issue, invites a fix.

Override Procedure

20

Correct order, time limits, standing count, two-thirds threshold applied correctly.

► DIFFERENTIATION

Support

Pre-fill the Cabinet Review Form with the pro statement so groups write only the con and questions. Give the Governor a decision guide (veto if the Comptroller withholds the Seal or the AG flags a conflict).

Challenge

Add a "line item" twist: the Governor may propose a change the sponsors can accept to earn a signature, modeling negotiation between branches.

SAMPLE BILLS SENT TO THE GOVERNOR

- **A-2, The Humpty Dumpty Wall Safety Act** (guardrails; one-cent egg tax).
- **A-5, The Porridge Temperature Disclosure Act** (posting; burglary defense for porridge tasting).
- **S-1, An Act to Regulate Beanstalk Cultivation** (permit; planter liability; Falling Giant Response Team).
- **S-3, The Riverbank Motorcar Responsibility Act** (Mr. Toad must register vehicles to a responsible adult; Badger designated as default adult).
- **A-7, The Twenty-Year Nap Registry Act** (Rip Van Winkle; families may register long sleepers; county checks on them every five years).

CABINET REVIEW FORM

Bill number and title: _____ Subgroup: _____

Pro statement (two sentences, the best case for signing)

Con statement (two sentences, the best case against)

Question 1 for the sponsors

Question 2 for the sponsors

Comptroller's fiscal review: Sound / Weak / Missing. Note: _____ Seal of State Approval: Granted
/ Withheld

Attorney General's legal review: No concerns / Flag: _____

Recommendation: Sign / Veto / Wait. Reason: _____

GOVERNOR'S OFFICE MEETING SCRIPT

Lieutenant Governor: "The Governor will now see the sponsors of Bill ____."

Governor: (stands, shakes hands) "Thank you for coming. Tell me why you chose this topic." (Sponsors answer.) "Why does it matter to Storybook County?" (Sponsors answer.)

Governor: "Here is what the Cabinet found." (One pro, one con, in two sentences.) Then either:

Signing: "I am pleased to sign this bill into youth law." (Signs, stamps, other officers sign, photo.) "Congratulations."

Veto: "I am not able to sign this bill as written, and here is why." (Reads the veto message.) "You may seek an override in the Assembly, and I hope you will consider the fix I have described."

VETO MESSAGE TEMPLATE

To the Storybook County Assembly: I return herewith, without my approval, Bill _ entitled "_____."

The reason for this veto is: (one or two sentences; name the section).

A version I could sign would: (one sentence).

Signed, _____, Governor of Storybook County.

VETO OVERRIDE PROCEDURE

1. The Presiding Officer announces: "The chamber will consider the Governor's veto of Bill ____."
2. A Cabinet member explains the veto: 1 minute.
3. The author responds: 1 minute.
4. One con speaker and one pro speaker: 1 minute each. No technical questions. No amendments.
5. Standing vote, counted by the Clerk and Sergeant at Arms.
6. Two-thirds of members present and voting are required to override.
7. Announcement: "Due to the consensus of the chamber, this veto has been overridden; the bill becomes youth law" or "This veto stands." Two gavel taps.

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THE GOVERNOR'S VOICE

Conference Theme and the State of the State

CIVICS

GOVERNMENT

ENGLISH LANGUAGE ARTS

PUBLIC SPEAKING

LEADERSHIP

AT A GLANCE

GRADES	9-12 (adaptable for younger students)
TIME	Four sessions, each 30 minutes long.
HANDOUTS	1. The State of the State: Four Parts; 2. Theme Worksheet; 3. Service Focus Statement; 4. Sample Past Themes to Spark Ideas

THE STORY PROBLEM

Storybook County has had a hard year: houses blown down, a great fall from a wall, a giant in the airspace, a twenty-year nap. The new Governor must name what the county stands for and tell the Legislature which bills matter most.

► THE PROCESS PRACTICED

Executive leadership and communication. The Youth Governor is the lead Presiding Officer of a YMCA Youth and Government conference. The Governor chooses a theme for the year (past themes have included kindness, curiosity, unity and initiative), writes three five-minute speeches (Opening, State of the State and Closing), endorses a slate of bills in the State of the State, and writes the welcome letter in the bill book. The Lieutenant Governor chooses a service focus for the year. Students practice all of it as the Governor of Storybook County.

► LEARNING OBJECTIVES:

- Students will be able to choose a theme that is specific, positive and tied to a core value, and explain the choice.
- Students will be able to draft a short State of the State speech with the four standard parts: where we are, what we value, what we will do (endorsed bills), and a call to action.
- Students will be able to endorse bills with reasons, not slogans.
- Students will be able to deliver a speech within a time limit using gavel time signals.
- Students will be able to write a one-paragraph Lieutenant Governor's service focus statement.

► MATERIALS:

- Handout: "The State of the State: Four Parts" (Supporting Document 1)
- Handout: "Theme Worksheet" (Supporting Document 2)
- Handout: "Service Focus Statement" (Supporting Document 3)
- The class bill book (bills from earlier lessons) or the Sample Bill list from the Governor's Cabinet lesson
- Timer and gavel

► PRE-PLANNING:

- Every student writes a State of the State as if they were Governor; the class then hears a sample of them in Session 4. If a class Governor has already been chosen, that student also delivers the Opening speech.
- Pair each student with a writing partner for feedback.

SESSION 1 CHOOSING A THEME

30 MINUTES

- 5** **Hook.** Read three or four one-word themes from past Youth Governors (kindness, curiosity, unity, community) and ask what a theme is for. A theme is a lens the whole conference looks through, and it gives speakers, press and delegates one shared idea.
- 10** **Theme Worksheet.** Students complete the worksheet: name the biggest problem Storybook County faced this year; name the core value most needed to face it (caring, honesty, respect, responsibility); write a two or three word theme; write one sentence connecting the theme to a specific story event.
- 10** **Share and Test.** Partners trade worksheets and test each theme with three questions: Could a press reporter put it in a headline? Could a bill sponsor connect their bill to it? Does it say something, or could it fit any year?
- 5** **Revise.** Students refine their theme.

SESSION 2 DRAFTING THE STATE OF THE STATE

30 MINUTES

- 5** **The Four Parts.** Walk through Supporting Document 1 with examples. Where we are (the great fall, the straw houses). What we value (the theme). What we will do (name three to five bills and why). Call to action (what every delegate should do this session).
- 20** **Draft.** Students write a speech of 350 to 450 words, which is about three minutes aloud. They must endorse at least three bills from the class bill book by number and title, giving one reason each.
- 5** **Partner Check.** Partners confirm all four parts are present and every endorsement has a reason.

SESSION 3 DELIVERY AND THE LIEUTENANT GOVERNOR

30 MINUTES

- 10** **Delivery Practice.** Partners read to each other with a timer. The listener gives one gavel tap at 30 seconds remaining and two at 15, the real conference signal. Speakers practice finishing on time.
- 10** **Service Focus.** Explain the Lieutenant Governor's role: senior parliamentarian and leader of the year's service focus. Students write a one-paragraph service focus statement for Storybook County that names a need from a story (rebuilding after the wolf, bringing meals to the Cratchits, a wall safety awareness week) and one measurable goal.
- 10** **Pair Share.** Partners exchange service focus statements; each writes one sentence on how a delegation could take part.

SESSION 4 THE OPENING SESSION

30 MINUTES

- 3** **Call to Order.** A student Presiding Officer opens the Storybook County Opening Session. Sergeant at Arms announces "The Governor of Storybook County."

22

Speeches. Four to six volunteers (or students chosen by lot) deliver their State of the State to the chamber, three minutes each with gavel signals. Members listen as delegates: after each speech they write the theme in one phrase and the bills endorsed. A show of placards after each speech indicates whether the theme was clear.

5

Wrap-Up. Collect all speeches. Discuss: which theme would you want to work under for a whole year, and why?

► ASSESSMENT

Theme Specific, positive, tied to a core value and to a story event.	20
Structure All four parts present and in a sensible order.	25
Endorsements At least three bills named correctly, each with a reason that connects to the theme.	25
Delivery Within time; audible; eye contact; responded to gavel signals.	20
Service Focus Statement Names a need, names a goal that can be measured.	10

► DIFFERENTIATION

Support

Provide a fill-in speech frame with sentence starters for each of the four parts. Allow a two-minute speech.

Challenge

Require the speech to anticipate and answer one objection to an endorsed bill, or to weave the theme into all four parts without repeating the exact phrase more than twice.

THE STATE OF THE STATE: FOUR PARTS

Part 1. Where we are. Two or three sentences on the year Storybook County has had. Be concrete: name the events. "This spring a resident of Nursery Rhyme Village fell from a public wall and could not be put together again."

Part 2. What we value. Introduce the theme and connect it to a core value. "This year I ask every delegate to act with responsibility: to each other, to our neighbors in the Deep Woods, and to the walls we sit on."

Part 3. What we will do. Endorse three to five bills by number and title, one reason each. "I ask the Assembly to pass A-2, the Humpty Dumpty Wall Safety Act, because a guardrail is cheaper than a kingdom's worth of horses."

Part 4. Call to action. One thing every delegate should do. "Before you vote on any bill this weekend, ask who in our county is on the other side of the wall."

Optional: a final sentence returning to the theme.

THEME WORKSHEET

The biggest problem Storybook County faced this year: _____

The core value most needed to face it (caring, honesty, respect, responsibility): _____

My theme (two or three words): _____

One sentence connecting my theme to a story event: _____

Headline test: could a reporter use it? Y / N Bill test: could a sponsor connect to it? Y / N Specific test: could it fit any year? Y / N

SERVICE FOCUS STATEMENT (LIEUTENANT GOVERNOR)

As Lieutenant Governor of Storybook County, my service focus this year is _____ (name the need and the story it comes from). Delegations can take part by _____. By the end of the year we will _____ (a measurable goal, such as hours served, meals delivered or walls inspected).

SAMPLE PAST THEMES TO SPARK IDEAS

Lead with Kindness. Staying Curious. Pathways Toward Progress. Unity. Taking Initiative. Community. Students should not copy these; they are here to show the size and tone of a theme.

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drive.google.com/drive/folders/1MieLDxVzKNq7QTWjw2EPFDqgMOaaJ2US. Part of the YMCA Youth and Government Educator Toolkit at nysyag.org. Questions: Drew Caldwell, dcaldwell@ymcanys.org.

RUNNING FOR OFFICE

Candidate Speeches and the General Election

CIVICS

GOVERNMENT

PUBLIC SPEAKING

ELECTIONS

AT A GLANCE

GRADES	9-12 (adaptable for younger students)
TIME	Four sessions, each 30 minutes long, with the fourth running 45 minutes if time allows.
HANDOUTS	1. Candidate Form; 2. Campaign Speech Frame and Rules; 3. Press Conference Questions; 4. Ballot

THE STORY PROBLEM

Storybook County must elect a Governor, a Lieutenant Governor, a Speaker of the Assembly and an Attorney General. The candidates are drawn from the county's best known residents, and every one of them has a record.

► THE PROCESS PRACTICED

Elections for conference office. At a YMCA Youth and Government conference, candidates for Governor, Lieutenant Governor, Speaker, Senate President, Attorney General, Comptroller and other offices file a candidate form, run a positive campaign tied to the core values, give a timed speech (three minutes; four for Governor) with gavel time signals, answer press conference questions, and are elected by the delegates, with the Secretary of State running the vote. For Speaker and Senate President, the second-place finisher becomes Deputy. Students run the whole process with public domain characters as the candidates.

► CHARACTERS FOR CONSIDERATION (STUDENTS MAY ADD OTHERS):

1. **Robin Hood** (strong on fairness, weak on respect for property law)
2. **The Tortoise** (slow, steady, finished what he started)
3. **The Little Red Hen** (did all the work herself; will she delegate?)
4. **Ebenezer Scrooge, reformed** (knows the budget; has a past)
5. **Dorothy Gale** (built a coalition of very different partners and got them to the Emerald City)
6. **Badger** (quiet, respected, would rather not run)
7. **The Ant** (from Aesop; planned ahead; a little hard on grasshoppers)
8. **Puss in Boots** (clever; a little too clever)

► LEARNING OBJECTIVES:

- Students will be able to complete a candidate form and state a platform in one sentence.
- Students will be able to write and deliver a positive three-minute campaign speech that connects a platform to a core value.
- Students will be able to respond to a press conference question in thirty seconds.

- Students will be able to run an election (Secretary of State and poll workers) and explain the result, including why second place becomes Deputy.
- Students will be able to compare plurality voting with ranked choice voting (the method taught in the Trial Proposals lesson).

► MATERIALS:

- Handout: "Candidate Form" (Supporting Document 1)
- Handout: "Campaign Speech Frame and Rules" (Supporting Document 2)
- Handout: "Press Conference Questions" (Supporting Document 3)
- Ballots (Supporting Document 4), one per voter
- Gavel and timer; placards; a ballot box

► PRE-PLANNING:

- **Assign Roles:**
 - **Candidates** (8-12 students): each plays a character running for one office. Two or three candidates per office.
 - **Campaign Managers** (one per candidate): help write the speech and run a positive campaign.
 - **Secretary of State** (1 student) and **Election Workers** (2-3): check candidate forms, run the vote, count, announce.
 - **Press Corps** (2-4 students): write and ask the press conference questions; can connect to the Press Corps lesson.
 - **Delegates** (everyone else): the voters. Each belongs to a district.
- Campaign rules, as at the conference: positive only; speak about yourself and your plan, not about opponents; one candidate per district per office; advisor (teacher) approval of the form.

SESSION 1 FILING TO RUN

30 MINUTES

5

Hook. "Robin Hood is running for Governor. His platform is taking from the rich. The Sheriff's office has questions." Ask: what does a candidate have to do before anyone votes?

10

The Offices. Describe each office in one line using the Storybook County structure: Governor leads the conference and signs bills; Lieutenant Governor leads service and parliamentary support; Speaker presides over the Assembly; Attorney General argues for the county in the Court of Appeals. Note which offices need an experienced candidate (at the conference, Governor and Lieutenant Governor candidates must be juniors).

10

Candidate Forms. Candidates and managers complete the form: office sought, district, platform in one sentence, the core value the campaign stands on, and one accomplishment from the story that proves readiness. The Secretary of State checks each form for completeness.

5

Delegates' Work. While forms are checked, delegates list the three qualities they want in each office.

SESSION 2 WRITING THE SPEECH

30 MINUTES

5

Rules and Signals. Three minutes for every office except Governor (four). One gavel tap at 30 seconds remaining, two at 15. Speeches must be positive and tie the platform to a core value. Random order, drawn by the Secretary of State.

5

Speech Frame. Teach the frame in Supporting Document 2: who I am and where I come from; what I have done (a story event as proof); what I will do (two promises); which core value guides me; the ask.

15

Draft. Candidates draft with their managers. The Tortoise's manager, for example, turns "slow" into "I finish what I start, and I have never missed a deadline." Delegates meanwhile draft one press conference question per office, which the Press Corps collects and refines.

5

Timed Read. Managers time a first read and trim.

SESSION 3 CAMPAIGN SPEECHES AND PRESS CONFERENCE

30 MINUTES

20

Speeches. The Secretary of State draws the order. Candidates speak with gavel signals. Delegates take notes against the three qualities they listed in Session 1.

8

Press Conference. The Press Corps asks each Governor and Lieutenant Governor candidate two questions and each other candidate one; answers are thirty seconds, timed. Sample questions are in Supporting Document 3.

2

Close of Campaigning. The Secretary of State announces that campaigning is closed and polls open next session.

SESSION 4 ELECTION DAY AND RESULTS

30-45 MINUTES

10

Voting. Delegates (and candidates, who may vote) receive ballots. The ballot asks for a single choice per office and also a ranking, so the class can compare two methods. Election Workers collect ballots in the box.

10

Counting. Election Workers count first choices per office on the board. The Secretary of State announces winners. For Speaker, the second-place finisher is announced as Deputy Speaker, as at the conference.

10

Second Look. For the Governor's race only, the Election Workers run the ranked choice count from the same ballots (eliminate the lowest, redistribute, repeat). Compare the winner under each method. If they differ, discuss why; if they match, discuss whether the margin changed.

5-

10

Wrap-Up and Inauguration. The new Governor is sworn in by the Chief Justice (or teacher) and gives a one-sentence acceptance. Discussion: what mattered more to voters, the character's record or the speech? Would the vote have changed if the campaign rules allowed attacks?

► ASSESSMENT

Candidate Form Complete, approved, platform in one sentence.	10
Speech Content All five frame elements present; platform tied to a core value; proof drawn from the story; entirely positive.	30
Delivery Within time; responded to gavel signals; audible and composed.	20
Press Conference Answered the question asked, within thirty seconds.	15
Election Administration Forms checked, order drawn fairly, count accurate, results announced clearly, Deputy named.	15
Delegate Participation Notes taken; ballot completed in both formats; discussion contribution.	10

► DIFFERENTIATION

Support

Provide a complete sample speech for the Tortoise.
Allow two-minute speeches. Let delegates vote by show of placards instead of paper.

Challenge

Add a candidate debate round in which candidates for the same office answer the same question in turn. Ask the Press Corps to publish a one-paragraph results story (ties to the Press Corps lesson).

CANDIDATE FORM

Character name: _____ Student name: _____

District: _____ Office sought: Governor / Lieutenant Governor / Speaker / Attorney
General

Platform (one sentence): _____

Core value my campaign stands on: Caring / Honesty / Respect / Responsibility

One accomplishment from my story that shows I am ready: _____

I agree to run a positive campaign and to speak about my plan, not my opponents. Signed: _____ Advisor
approval: _____

CAMPAIGN SPEECH FRAME AND RULES

Rules: Three minutes (Governor: four). One gavel tap at 30 seconds remaining, two at 15. Positive only. Tie your platform to a core value. Order drawn at random.

Frame

1. **Who I am and where I come from.** One or two sentences in character.
2. **What I have done.** One event from the story, told as proof of a quality. (Dorothy: "I brought a lion, a scarecrow and a tin man to the same table and we got where we were going.")
3. **What I will do.** Two specific promises connected to Storybook County's problems.
4. **Which core value guides me, and why.**
5. **The ask.** "I ask for your vote for _____."

PRESS CONFERENCE QUESTIONS (THIRTY-SECOND ANSWERS)

For Governor: Which bill in our bill book would you veto, and why? Our theme last year was _____; what would yours be? When has your record been held against you, and what did you learn?

For Lieutenant Governor: What service focus would you choose for the county, and how would you measure it? How would you support a Committee Chair who is struggling?

For Speaker: A member keeps speaking without recognition. What do you do, in order? How do you stay neutral on a bill you care about?

For Attorney General: The county is appealing the Wolf's acquittal. What is your first question for the trial record?

For any candidate: Name one thing your opponent does better than you.

BALLOT

Storybook County General Election. Mark ONE choice per office in the left column. In the right column, rank all candidates for Governor (1 = first choice).

Governor: ___ Robin Hood The Tortoise Dorothy Gale Rank: //

Lieutenant Governor: ___ The Little Red Hen ___ Badger

Speaker of the Assembly: ___ The Ant Puss in Boots ___ Ebenezer Scrooge

Attorney General: ___ (write in from class candidates)

Second-place finisher for Speaker becomes Deputy Speaker.

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LOBBYISTS AND YOUTH ADVOCATES

The Leave Behind

CIVICS

GOVERNMENT

PERSUASIVE WRITING

RESEARCH

ETHICS

AT A GLANCE

GRADES	9-12 (adaptable for younger students)
TIME	Four sessions, each 30 minutes long. Pairs well with the Committee Hearing or Floor Debate lesson, since lobbyists need bills to work on.
HANDOUTS	1. Interest Group Cards; 2. Sponsor Interview Sheet; 3. Leave Behind Template; 4. Advocacy Ethics Rules; 5. Vote Tracker

THE STORY PROBLEM

Storybook County's interest groups have discovered the bill book. The Three Pigs Homebuilders Guild loves the building code bill. The Straw and Stick Suppliers Association does not. The Woodland Residents Association, which counts the Big Bad Wolf as a dues-paying member, has opinions on all of it.

► THE PROCESS PRACTICED

Advocacy. YMCA Youth and Government lobbyists and Youth Advocates represent an interest, track the bills that affect it, interview sponsors, prepare a short written "leave behind" for legislators, present pro and con positions, and meet legislators face to face, as the Youth Advocate Program does on its State Advocacy Day. Students learn that influencing a legislature honestly is a skill with rules.

► LEARNING OBJECTIVES:

- Students will be able to identify an interest group's stake in a bill and state its position in one sentence.
- Students will be able to interview a bill sponsor with prepared questions and record the answers accurately.
- Students will be able to write a one-page leave behind: the ask, three reasons, the evidence, the counterargument answered, and contact information.
- Students will be able to present both a pro and a con position on the same bill fairly.
- Students will be able to explain the ethics rules that separate advocacy from manipulation: tell the truth, disclose who you represent, respect the legislator's time, never offer anything of value.

► MATERIALS:

- The class bill book, or the Sample Bills from the Committee Hearing lesson
- Handout: "Interest Group Cards" (Supporting Document 1)
- Handout: "Sponsor Interview Sheet" (Supporting Document 2)

- Handout: "Leave Behind Template" (Supporting Document 3)
- Handout: "Advocacy Ethics Rules" (Supporting Document 4)
- Handout: "Vote Tracker" (Supporting Document 5)

► PRE-PLANNING:

- **Assign Roles:**
 - **Lobbying Teams** (3 students each): each team draws an Interest Group Card and is assigned one or two bills that affect the group. One student is Principal Lobbyist (leads meetings), one is Researcher (reads bills, interviews sponsors), one is Writer (produces the leave behind).
 - **Legislators** (remaining students): each represents a district and will be lobbied. They receive a short card describing their district's interests so they have reasons to agree or disagree.
 - **Sponsors:** if bills come from earlier lessons, their authors answer interviews; otherwise the teacher plays the sponsor.
- One team should be assigned to argue a position they personally disagree with, to make the point that lobbyists represent clients.

SESSION 1 WHO WANTS WHAT

30 MINUTES

- 5** **Hook.** "The Big Bad Wolf has hired a lobbyist." Ask what that lobbyist's job is. Draw out that it is to represent the Wolf's interest to the people who make the rules, within the rules.
- 10** **Ethics First.** Walk through the Advocacy Ethics Rules. Give the test: would you be comfortable if the Storybook Gazette printed exactly what you said and did? Explain that at the conference, Youth Advocates learn from real registered lobbyists and that disclosure is the first rule.
- 10** **Stake Analysis.** Teams read their Interest Group Card and their bills and write a one-sentence position on each: "The Straw and Stick Suppliers Association opposes Bill A because it bans our product from walls." Then list two things the group would accept as a compromise.
- 5** **Legislator Prep.** Legislators read their district cards and write one question they will ask any lobbyist who visits.

SESSION 2 RESEARCH AND THE SPONSOR INTERVIEW

30 MINUTES

- 5** **Why Interview.** Explain that the best leave behind quotes the sponsor accurately, whether for or against. Lobbyists who misquote lose access.
- 15** **Interviews.** Researchers interview the sponsors of their bills using the Interview Sheet (what problem does the bill solve, what does Section 2 actually require, who pays, what would you change). Sponsors rotate among teams every five minutes.
- 10** **Build the Case.** Teams list three reasons for their position and find one piece of evidence from the story for each (the straw house fell; the brick house did not; the wolf has never been fined under the current Section 7).

SESSION 3 THE LEAVE BEHIND

30 MINUTES

- 5** **Template.** Walk through the one-page Leave Behind Template. The rule: a legislator should understand the ask in ten seconds and the reasons in sixty.

20

Write. Writers draft while Principal Lobbyists prepare a two-minute verbal pitch and Researchers prepare the honest counterargument section, which must state the other side fairly before answering it.

5

Peer Check. Teams swap and check: Is who you represent stated at the top? Is every claim something you could prove from the story? Is the ask a specific vote?

SESSION 4 LOBBY DAY

30 MINUTES

20

Meetings. Legislators sit at stations. Teams rotate through four-minute meetings: introduce yourselves and your client, make the ask, give the three reasons, hand over the leave behind, answer the legislator's question, thank them and leave on time. Teams record each legislator's response on the Vote Tracker (yes, no, leaning, undecided).

5

Pro and Con Presentation. Two teams on opposite sides of the same bill present to the whole class, two minutes each. The class votes by placard on which was more persuasive and which was more honest; the two answers do not have to match.

5

Wrap-Up. Teams tally their trackers and predict the floor vote. Discuss: what moved legislators, evidence or relationships? Did anyone cross an ethics line?

► ASSESSMENT

Position and Stake Analysis

15

Clear, accurate, with a plausible compromise.

Sponsor Interview

15

Questions prepared; answers recorded accurately; sponsor quoted fairly in the leave behind.

Leave Behind

30

Client disclosed; ask specific; three reasons with story evidence; counterargument stated fairly and answered; one page.

Lobby Meetings

25

On time; courteous; ask made; legislator's question answered; tracker completed.

Ethics

15

No misstatements; client disclosed in every meeting; no promises or pressure.

► DIFFERENTIATION

Support

Provide a completed sample leave behind for the Three Pigs Homebuilders Guild. Reduce meetings to two per team.

Challenge

Give one team two clients with conflicting interests and require them to disclose the conflict and decline one. Add a reporter from the Press Corps lesson who attends meetings and may quote anything said.

INTEREST GROUP CARDS

Three Pigs Homebuilders Guild

Builds in brick. Supports any wall or materials rule; opposes anything that raises permit costs for builders.

Straw and Stick Suppliers Association

Sells straw and sticks. Opposes material bans; would accept a roofing-only rule if phased in over two building seasons.

Woodland Residents Association

Members include the Three Bears, Little Red Riding Hood's grandmother and the Big Bad Wolf. Divided on wolf penalties; united against anything that lets outsiders enter woodland homes.

Nursery Rhyme Village Taxpayers League

Opposes new taxes, including the egg tax; supports guardrails if paid for by wall owners.

Egg Producers Cooperative

Strongly opposes the egg tax; supports wall safety in principle.

Beanstalk Hollow Growers

Oppose seed permits; support liability for giants, not planters.

Riverbank Motorists Club

President: Mr. Toad. Opposes vehicle registration; supports "driver education."

Porridge Producers Cooperative

Supports temperature posting; horrified by the burglary defense.

SPONSOR INTERVIEW SHEET

Bill number and title: _____ Sponsor interviewed: _____

What problem does this bill solve? _____

What does Section 2 actually require? _____

Who pays, and how much? _____

What is the strongest argument against your bill, in your own words? _____

What would you be willing to change? _____

Exact quote I may use: " _____ "

LEAVE BEHIND TEMPLATE (ONE PAGE)

[Interest Group Name] represented by [student names]

Bill: [number and title] **Our position:** Support / Oppose / Support with amendment

.....
.....
The ask: Please vote [yes/no] on Bill _____ when it reaches the floor.

Three reasons

1. [Reason] Evidence: [story event]
2. [Reason] Evidence: [story event]
3. [Reason] Evidence: [story event]

What the other side says, and our response: [Fair one-sentence statement of the opposing view.] [Two-sentence answer.]

.....
.....
What the sponsor told us: "[exact quote]"

.....
.....
Contact: [names, district, how to reach the team]

ADVOCACY ETHICS RULES

1. Say who you represent before you say anything else.
2. Tell the truth. If you do not know, say so and find out.
3. Quote sponsors and legislators accurately or not at all.
4. State the other side fairly before you answer it.
5. Respect the legislator's time: arrive on time, leave on time.
6. Never offer anything of value for a vote, not even a cookie from the Gingerbread House.
7. Never pressure, threaten or embarrass a legislator.
8. The Gazette test: act as if everything you say will be printed.

VOTE TRACKER

Team: _____ Bill: _____

Legislator (district): _____ Response: Yes / No / Leaning _ / Undecided Notes: _____

(Repeat for each meeting.) Predicted floor vote: Pass / Fail by _____

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THE STORYBOOK GAZETTE

Press Corps

CIVICS

JOURNALISM

ENGLISH LANGUAGE ARTS

MEDIA LITERACY

DIGITAL MEDIA

AT A GLANCE

GRADES 9-12 (adaptable for younger students)

TIME Four sessions, each 30 minutes long. Best taught alongside any lesson that produces events to cover (Committee Hearing, Floor Debate, Elections, Court of Appeals). The Supporting Documents include a stand-alone "event feed" if no other lesson is running.

HANDOUTS 1. Press Corps Roles and Shot List; 2. News Story Frame; 3. Interview Sheet; 4. Fact Check Card; 5. Storybook County Event Feed

THE STORY PROBLEM

Storybook County has a Legislature, a Governor, a court and an election, and not one honest newspaper. The Storybook Gazette launches today.

► THE PROCESS PRACTICED

The Press Corps. At a YMCA Youth and Government conference, Press delegates led by an Editor in Chief and Press Supporting Officers cover every branch: they report on committee and chamber action, photograph candidates and signings from a shot list, produce a nightly broadcast and an end-of-conference slideshow, run social media, and ask the questions at the General Election press conference. The historic NY Press Corps also published a conference newspaper, The Dialectic. Students learn to report fairly and fast on a government they can see.

► LEARNING OBJECTIVES:

- Students will be able to write a short news story in inverted pyramid form (lead with who, what, when, where, why; most important facts first) that is accurate and attributed.
- Students will be able to conduct a two-minute interview with prepared and follow-up questions and quote the source accurately.
- Students will be able to distinguish news from opinion and produce one of each.
- Students will be able to plan coverage with a shot list and deliver a two-minute "nightly broadcast."
- Students will be able to fact-check a claim made in debate and label it accurately.

► MATERIALS:

- Handout: "Press Corps Roles and Shot List" (Supporting Document 1)
- Handout: "News Story Frame" (Supporting Document 2)
- Handout: "Interview Sheet" (Supporting Document 3)
- Handout: "Fact Check Card" (Supporting Document 4)
- Handout: "Storybook County Event Feed" (Supporting Document 5) for use when no other lesson is running
- Phones, tablets or cameras if photos are allowed; paper if not
- A simple layout tool (slides, a shared document, or paper and tape for a wall newspaper)

► PRE-PLANNING:

- **Assign Roles:**
 - **Editor in Chief** (1 student): assigns stories, approves copy, decides the front page, anchors the broadcast.
 - **Press Supporting Officers** (2 students): Managing Editor (deadlines, fact checks) and Photo and Layout Editor (shot list, slideshow).
 - **Reporters** (most students): assigned to a beat: Legislature, Governor's Office, Court, Elections, Features (profiles of characters).
 - **Broadcast Team** (2-3 students): script and deliver the two-minute nightly broadcast.
- If another lesson is running, reporters cover it live. If not, the Editor in Chief releases items from the Event Feed every ten minutes.

SESSION 1 WHAT THE PRESS IS FOR

30 MINUTES

- 5** **Hook.** Read two headlines about the same event. "Assembly Passes Wall Safety Act 24-3" and "Egg Tax Rammed Through by Anti-Egg Majority." Ask which is news and which is opinion, and how you can tell.
- 10** **The Three Rules.** Accuracy (if you cannot confirm it, you cannot print it), attribution (who said it), fairness (both sides get asked). Then the inverted pyramid: the first sentence carries the five W's; details follow in order of importance; the story can be cut from the bottom.
- 10** **Beats and Shot List.** The Editor in Chief assigns beats. The Photo Editor walks through the shot list: candidates, sponsors at the podium, the Governor signing, the Chair with gavel, the Justices in session, delegates in debate, a feature portrait.
- 5** **First Assignment.** Each reporter writes a lead sentence for an item from the Event Feed (or the lesson under way) in under three minutes. Read several aloud; check for all five W's.

SESSION 2 REPORTING AND INTERVIEWING

30 MINUTES

- 5** **Interview Technique.** Prepare three questions; ask one follow-up; write down the exact words of the one quote you will use; read it back to the source. Never clean up a quote into something the person did not say.
- 15** **Field Work.** Reporters interview two sources each (sponsors, legislators, the Governor, candidates, witnesses from the stories: Humpty Dumpty's household on the wall bill, the Wolf on the building code). If no other lesson is running, students in character answer from the Event Feed.

10

Draft. Reporters write a 120 to 180 word story using the frame. The Managing Editor begins fact-checking claims.

SESSION 3 FACT CHECKS, OPINION AND BROADCAST

30 MINUTES

10

Fact Check. Each reporter takes one claim made in debate or an interview ("The straw house was the first to fall") and checks it against the source story, labeling it Confirmed, False, or Needs Context, with the evidence, on a Fact Check Card.

10

Editorial vs. News. Half the room writes a 100-word editorial (the Gazette's opinion, clearly labeled) on one bill; the other half writes a letter to the editor in the voice of a character. Both must be labeled Opinion.

10

Broadcast Prep. The Broadcast Team drafts a two-minute nightly broadcast script: the top three stories in one sentence each, one quote, one "tomorrow at the Capitol" preview. The Editor in Chief approves copy.

SESSION 4 DEADLINE AND PUBLICATION

30 MINUTES

15

Layout. The Photo and Layout Editor assembles the front page (top story, second story, photo or sketch, fact check box, labeled opinion column) in the chosen tool. Reporters file final copy; the Managing Editor applies the three rules to each piece.

5

Broadcast. The Broadcast Team delivers the nightly broadcast to the class, standing, with the Editor in Chief anchoring.

5

Social Post. Each reporter writes one social post of thirty words or fewer on their beat with a suggested image, labeled News or Opinion.

5

Wrap-Up. The class reads the front page. Discussion: did any story make a legislator look worse or better than the facts warranted? What would you cut if you had half the space?

► ASSESSMENT

News Story	30
Lead carries the five W's; facts accurate; at least one attributed quote; no opinion in the news copy; within length.	
Interview	15
Prepared questions; one follow-up; quote read back and accurate.	
Fact Check	15
Claim identified; label correct; evidence from the story cited.	
Opinion Piece	15
Clearly labeled; takes a position; uses at least one fact from the news coverage.	
Broadcast and Layout	15
Two minutes; three stories; clean front page; shot list followed.	
Teamwork and Deadlines	10
Copy filed on time; roles honored.	

► DIFFERENTIATION

Support

Provide a completed sample story on the Wall Safety Act. Allow stories of 80 words. Let reporters work in pairs.

Challenge

Require a second-day story that follows up on a first-day story, or a profile of a Presiding Officer that uses three sources. Ask the Press Corps to write the questions for the Elections lesson press conference.

PRESS CORPS ROLES AND SHOT LIST

Editor in Chief: assigns, approves, anchors, decides the front page. **Managing Editor:** deadlines and fact checks. **Photo and Layout Editor:** shot list, slideshow, front page. **Reporters:** beats. **Broadcast Team:** nightly broadcast.

Shot list: each candidate at the podium; each bill's sponsors; the Chair with gavel; the Governor signing (with sponsors); the Justices seated; a wide shot of debate; one feature portrait per district; the Press Corps at work.

NEWS STORY FRAME (120 TO 180 WORDS)

Headline: Specific and neutral. "Assembly Passes Wall Safety Act 24-3."

Lead (sentence 1): Who did what, when, where, and why it matters.

Sentence 2-3: The most important detail and a quote from one side, attributed by name and role.

Sentence 4-5: A quote or position from the other side.

Sentence 6-7: Background (what the law said before; what happens next).

Last line: The next step (goes to the Governor; override vote Friday).

INTERVIEW SHEET

Source name and role: _____ Beat: _____

Question 1: _____ Answer: _____

Question 2: _____ Answer: _____

Question 3: _____ Answer: _____

Follow-up: _____ Answer: _____

Exact quote to use (read back and confirmed): " _____ "

FACT CHECK CARD

Claim: " _____ " Who said it, where: _____

Source checked: _____ (story, bill text, Clerk's journal)

Label: Confirmed / False / Needs Context

Evidence: _____

STORYBOOK COUNTY EVENT FEED (RELEASE ONE ITEM EVERY TEN MINUTES WHEN NO OTHER LESSON IS RUNNING)

1. The Committee on Housing and Hazards reports the Wall Safety Act and the Beanstalk bill favorably; the Porridge Act fails 3 to 9 after the Three Bears' Papa Bear called it "an invitation to burglary."
2. During debate, a member from the Deep Woods claims "the brick house also fell." Papa Pig disputes this.
3. Robin Hood files to run for Governor on the platform "Fair Shares for Storybook." The Tortoise files the same afternoon.
4. The Governor vetoes the Porridge Act, citing the burglary defense. Sponsors vow an override.
5. The Court of Appeals schedules Wolf v. Storybook County for Thursday. The Attorney General says the trial judge "let a confession in that never should have been heard."
6. Humpty Dumpty's household delivers 400 signatures supporting the egg tax. The Egg Producers Cooperative delivers 410 against.
7. Mr. Toad is seen driving a new motorcar past the Capitol during the Riverbank Motorcar bill debate.
8. The override of the Porridge Act fails, 17 to 10, short of two-thirds.

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COURT OF APPEALS

Wolf v. Storybook County

CIVICS

LAW

LITERATURE

PERSUASIVE WRITING

PUBLIC SPEAKING

AT A GLANCE

GRADES 9-12 (adaptable for younger students)

TIME Four sessions, each 30 minutes long. Designed to follow the Literary Character Mock Trial lesson, so the trial's verdict becomes the case on appeal. The Supporting Documents include a complete case packet if the trial was not held.

HANDOUTS 1. Case Packet: Wolf v. Storybook County; 2. Brief Outline; 3. Oral Argument Order and Justice Bench Card; 4. Opinion Template

THE STORY PROBLEM

The Big Bad Wolf was convicted (or acquitted) in the trial court. Someone is unhappy. The Wolf says the Woodsman's search of his den and his statement at the door of Grandmother's cottage should never have reached the jury. The County says the evidence was fair and the verdict should stand.

► THE PROCESS PRACTICED

The appellate program. The New York YMCA Youth and Government judicial program is a mock Court of Appeals: attorney teams are assigned as Appellant or Respondent, write a brief from a closed set of facts and cases, argue twice before panels of five student Justices who question them from the bench, and the Justices write an opinion. The Attorney General and Public Defender argue the showcase case before the whole conference. Students learn that an appeal is not a second trial; it is an argument about whether the law was applied correctly.

► LEARNING OBJECTIVES:

- Students will be able to explain the difference between a trial (facts) and an appeal (law and procedure), and the roles of Appellant and Respondent.
- Students will be able to write the sections of an appellate brief: Questions Presented, Statement of Facts, Summary of Argument, Argument using the supplied cases, and Conclusion asking for relief.
- Students will be able to present a timed oral argument and answer questions from a hot bench without abandoning the argument.
- Students will be able, as Justices, to ask probing questions, deliberate, and write a short opinion with a holding and reasoning.

► MATERIALS:

- Handout: "Case Packet: Wolf v. Storybook County" (Supporting Document 1), including the facts, the questions presented and the five Storybook County precedents
- Handout: "Brief Outline" (Supporting Document 2)
- Handout: "Oral Argument Order and Justice Bench Card" (Supporting Document 3)
- Handout: "Opinion Template" (Supporting Document 4)
- Timer; five chairs at the front for the bench

► PRE-PLANNING:

- **Assign Roles:**
 - **Appellant Team** (the Wolf) and **Respondent Team** (the County): 2-3 attorneys each. With a large class, form several teams per side ("law firms") and run multiple arguments in Session 4.
 - **Justices** (5 per panel): one designated **Presiding Justice** who runs the argument and one designated **opinion writer**. At the conference a Justice must first have been an attorney; in class, choose students who were strong jurors or attorneys in the trial lesson.
 - **Clerk of the Court** (1): keeps time, calls the case, swears nothing (there are no witnesses on appeal).
 - **Attorney General** and **Public Defender** (optional): if the class wants a showcase, the two strongest attorneys argue a short version for the full class at the end.
- The rule that makes the lesson work: **only the facts in the packet and only the five supplied cases may be used**. No new evidence, no outside law.

SESSION 1 WHAT AN APPEAL IS

30 MINUTES

5 **Hook.** "The jury convicted the Wolf. Can he get a new jury because he thinks they were wrong?" No. Explain that appeals courts do not re-decide facts; they ask whether the law and the procedure were correct. The question is never "Did he do it?" but "Was the trial fair under the rules?"

10 **Read the Packet.** Read the facts and the two Questions Presented aloud. Identify the Appellant (the party appealing) and Respondent (the party defending the result). Explain "relief": what each side is asking the court to do (reverse and order a new trial; affirm).

10 **Ten Facts.** Each team lists the five facts that help them most and the five that hurt them most, the real conference prep exercise. Teams must say out loud what they will do about their worst fact.

5 **Meet the Precedents.** Skim the five case summaries. Each team marks which cases help, which hurt, and which can be distinguished (shown to be about a different situation).

SESSION 2 WRITING THE BRIEF

30 MINUTES

5 **Brief Outline.** Walk through the sections: Questions Presented, Statement of Facts (accurate, but told from your side), Summary of Argument (one paragraph), Argument (one heading per question, each applying at least two precedents), Conclusion (must ask for the relief you want).

20 **Draft.** Teams divide the sections. Justices, meanwhile, read the packet as a court: they write three questions they would ask each side and identify which precedent they find most persuasive.

5

Check. Teams confirm every Argument paragraph cites a case from the packet and that the Conclusion asks for specific relief.

SESSION 3 ORAL ARGUMENT PREPARATION

30 MINUTES

5

The Format. Appellant argues first (6 minutes, may reserve 1 for rebuttal); Respondent argues (6 minutes); Appellant rebuttal (1 minute). Justices may interrupt at any time. Opening line: "May it please the court, my name is _____, and I represent the Appellant/Respondent."

10

Handling the Bench. Teach the three moves for answering a question: answer directly first ("Yes, Your Honor, but..."), return to your argument, never say "I'll get to that." Practice with the teacher throwing questions at volunteers.

15

Moot the Moot. Teams argue to each other with a partner playing a hostile Justice. Justices practice their questions on a teacher or on the Clerk.

SESSION 4 ARGUMENT AND OPINION

30 MINUTES

2

Call the Case. The Clerk: "All rise. The Court of Appeals of Storybook County is now in session, the Honorable Presiding Justice _____ presiding. The court will hear Wolf v. Storybook County."

15

Argument. Full format with timing. Justices question from the Bench Card. The Presiding Justice keeps order and tells counsel when time is up.

8

Deliberation and Opinion. Justices confer at the bench (the class listens; at the conference, deliberation is private, but in class hearing the reasoning is the lesson). They vote. The opinion writer fills in the Opinion Template; a dissenting Justice may give a one-sentence dissent.

5

Announcement and Wrap-Up. The Presiding Justice reads the holding. Discussion: did the better argument win, or the better case? What would the Wolf's lawyers do differently at a new trial?

► ASSESSMENT

Brief

All sections present; facts accurate; each argument applies at least two packet cases correctly; conclusion asks for relief; nothing outside the packet.

35

Oral Argument

Proper opening; organized; answered questions directly then returned to the argument; within time; used rebuttal well.

30

Justices

Questions probed weaknesses on both sides; deliberation applied the precedents; opinion states a holding and the reasoning; dissent, if any, is reasoned.

25

Clerk and Decorum

Case called correctly; time kept; counsel addressed the court properly.

10

► DIFFERENTIATION

Support

Assign one question presented instead of two. Provide a model Summary of Argument for each side. Allow attorneys to argue from notes.

Challenge

Run the double-argument format from the conference: each team argues twice against different opponents, once in the morning pairing and once matched by strength, and the Justices rank Best Brief and Best Attorney. Ask Justices to write a full-paragraph majority and dissent.

CASE PACKET: WOLF V. STORYBOOK COUNTY

Procedural history. The Wolf was tried in the Storybook County Trial Court on charges of unlawful entry and attempted harm to a resident at Grandmother's cottage. The jury convicted. The Wolf appeals. (If the class trial acquitted the Wolf, swap the parties: the County appeals the exclusion of evidence, and the questions below are argued in mirror image.)

Facts. (1) Little Red Riding Hood told the Woodsman she had seen the Wolf at the cottage. (2) The Woodsman, who holds no county office, went to the Wolf's den while the Wolf was out, entered without permission, and found a red hood and a nightcap. (3) The Woodsman brought the items to the Sheriff, who used them at trial. (4) At the cottage door, the Sheriff asked the Wolf, "What are you doing here?" The Wolf said, "Waiting for my dinner." The Sheriff had not told the Wolf he could stay silent. (5) The Wolf was not in custody at the time; the Sheriff had not drawn a weapon or blocked the path. (6) The trial judge allowed both the items and the statement into evidence over objection. (7) The Wolf's lawyer argued the statement was a joke. (8) Grandmother testified that the Wolf "looked hungry." (9) The jury deliberated eleven minutes. (10) The Wolf has no prior convictions under Section 7 of the Building Code or any other law.

Questions presented.

Question 1. Did the trial court err in admitting items taken from the Wolf's den by a private person who entered without permission?

Question 2. Did the trial court err in admitting the Wolf's statement at the cottage door, made before any warning that he could stay silent?

Relief. Appellant asks the court to reverse the conviction and order a new trial without the items and the statement. Respondent asks the court to affirm.

Storybook County precedents (the only cases that may be cited).

- **County v. Goldilocks (Storybook Ct. App.).** Evidence found by the Three Bears in their own home after an uninvited entry by Goldilocks was admissible; the rule against unreasonable searches restrains county officers, not private residents acting on their own.
- **County v. Rumpelstiltskin.** A name discovered by the Queen's messenger, a county employee, who eavesdropped at a private cabin without permission, was excluded; county agents may not do indirectly what they may not do directly.
- **Troll v. County.** The Troll's answer to the Billy Goats' question "Who is that trip-trapping over my bridge?" was admissible because the goats were not county officers and the Troll spoke freely in his own domain.
- **County v. Pinocchio.** A statement obtained by the Fox and the Cat, who were acting at the request of the Sheriff and were therefore county agents, was excluded; a private person acting at an officer's direction is treated as the officer.
- **County v. Rip Van Winkle.** A statement made to a Sheriff on a public path in response to a single ordinary question, with no restraint and no weapon, was admissible; a person who is free to walk away is not in custody, and no warning is required.

BRIEF OUTLINE (TWO TO THREE PAGES)

Cover: Wolf v. Storybook County. Brief for the Appellant / Respondent. Team number.

Questions Presented: Restate both questions in the way most favorable to your side (the Appellant asks whether the court "erred"; the Respondent asks whether the court "properly admitted").

Statement of Facts: Every fact from the packet that matters, accurate and in order, emphasizing what helps you without hiding what hurts.

Summary of Argument: One paragraph: your answer to each question and the one case that most supports each.

Argument: Heading I (Question 1): rule from the cases, applied to these facts, with the hurtful case distinguished. Heading II (Question 2): same.

Conclusion: "For these reasons, the Appellant respectfully asks this court to reverse the conviction and order a new trial" or "...asks this court to affirm."

ORAL ARGUMENT ORDER AND JUSTICE BENCH CARD

Order: Clerk calls the case. Appellant (6 minutes; may reserve 1). Respondent (6 minutes). Appellant rebuttal (1 minute). Deliberation. Announcement.

Bench Card (questions a Justice may ask)

- Counsel, which case is most like ours, and why?
- If the Woodsman had been deputized by the Sheriff, would your answer change?
- Is a wolf at a cottage door with a Sheriff in front of him free to walk away?
- Was "Waiting for my dinner" a confession or a complaint?
- What is the relief you want, exactly, and what happens at a new trial?
- Counsel, your worst fact is _____. What do we do with it?
- If we agree with you on Question 1 but not Question 2, does the conviction stand?

OPINION TEMPLATE

Wolf v. Storybook County. Opinion of the Court by Justice _____.

Holding on Question 1: The items were / were not properly admitted, because (cite the controlling case and the key fact).

Holding on Question 2: The statement was / was not properly admitted, because (cite the controlling case and the key fact).

Disposition: The conviction is affirmed / reversed and remanded for a new trial.

Vote: _ to _. Dissent by Justice _____ (one sentence): _____.

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MIDDLE SCHOOL RESOLUTIONS

CIVICS

GOVERNMENT

WRITING

PUBLIC SPEAKING

AT A GLANCE

GRADES	6-8 (also useful for high school Resource Team members who will mentor middle schoolers)
TIME	Three sessions, each 30 minutes long.
HANDOUTS	1. Resolution Template; 2. Story Problem Cards; 3. Chamber Script for Resource Team Chairs

THE STORY PROBLEM

The Storybook County Middle School Assembly meets to decide what the county should do about the troubles in its stories. Each pair of delegates brings one resolution.

► THE PROCESS PRACTICED

Resolutions. In the YMCA Youth and Government middle school program, delegates write and present a resolution with a partner rather than a full bill, learn parliamentary procedure on day one, and debate in chambers run by high school Resource Team members on day two. A resolution states a problem, gives reasons, and resolves that something should be done, without rewriting an existing law. Students learn the format and the presentation in a simplified debate.

► LEARNING OBJECTIVES:

- Students will be able to write a resolution with Whereas clauses (reasons) and a Resolved clause (the action).
- Students will be able to present a resolution with a partner in two minutes.
- Students will be able to ask a question, speak for or against, and vote, using the basic recognition formula.
- Students will be able to tell a resolution from a bill.

► MATERIALS:

- Handout: "Resolution Template" (Supporting Document 1)
- Handout: "Story Problem Cards" (Supporting Document 2)
- Handout: "Chamber Script for Resource Team Chairs" (Supporting Document 3)
- Placards, gavel, timer

► PRE-PLANNING:

- Students work in pairs. Each pair draws a Story Problem Card or proposes its own public domain story.
- One student (or a visiting high school mentor) serves as Chair; another as Clerk. Rotate if possible.

SESSION 1 WHEREAS AND RESOLVED

30 MINUTES

- 5** **Hook.** Read Humpty Dumpty. Ask: what should the county do? Collect three answers. Explain that a resolution is the Assembly saying, in writing, "Here is the problem, here are our reasons, and here is what should happen."
- 10** **The Format.** Show the template. "Whereas" lines are reasons, one fact each, taken from the story. "Resolved" is the action, one sentence, something the county could actually do. Model one together on the board for Humpty Dumpty.
- 10** **Draft.** Pairs draw a card and write three Whereas clauses and one Resolved clause.
- 5** **Share.** Three pairs read theirs. The class checks: are the Whereas lines facts from the story? Is the Resolved something the county could do?

SESSION 2 PARLIAMENTARY PROCEDURE, THE SHORT VERSION

30 MINUTES

- 10** **Four Things to Know.** Raise your placard and wait to be recognized. When recognized say "Thank you, Chair. [Name], [School or District]." You may ask a question, speak for, or speak against. Vote by placard when the Chair asks. Practice each once with a silly resolution ("Resolved, that the county build a second beanstalk").
- 5** **Presentation Practice.** Pairs decide who reads the Whereas clauses and who reads the Resolved and gives one sentence of why. Two minutes total.
- 15** **Mini Chamber.** Hear three resolutions using the Chair Script: present (2 minutes), two questions, one speaker for and one against (30 seconds each), vote. Two gavel taps after each.

SESSION 3 THE MIDDLE SCHOOL ASSEMBLY

30 MINUTES

- 25** **Hear the Rest.** Continue through all remaining resolutions with the same format. Rotate the Chair halfway if a second student is ready. The Clerk records each result.
- 5** **Wrap-Up.** The Clerk reads the list of resolutions adopted. Ask: which Resolved clause would be the hardest to actually carry out? Explain that in high school these become bills that change the actual words of a law (see the Writing a Bill lesson).

► ASSESSMENT

Resolution Three Whereas clauses that are facts from the story; one Resolved clause the county could carry out; correct format.	40
Presentation Both partners spoke; within two minutes; clear.	25
Participation Used the recognition formula; asked a question or spoke for or against at least once; voted every time.	25
Decorum Waited for recognition; no clapping for a defeated resolution.	10

► DIFFERENTIATION

Support

Provide Whereas sentence starters ("Whereas, in the story, _____ happened"). Allow one Whereas clause.

Challenge

Require a Resolved clause with two parts (an action and who carries it out), or allow a friendly amendment from the floor.

RESOLUTION TEMPLATE

Storybook County Middle School Assembly. Resolution number _____. Sponsors: _____ and _____.
District: _____.

A Resolution concerning _____.

Whereas, _____;

Whereas, _____;

Whereas, _____;

Therefore, be it Resolved by the Storybook County Middle School Assembly that
_____.

STORY PROBLEM CARDS

Humpty Dumpty

He fell. The horses and men could not fix him. The wall had no rail.

The Three Little Pigs

Two houses blew down. The wolf is still in the woods.

Jack and the Beanstalk

A beanstalk grew over the village. A giant fell on the Hollow.

Goldilocks

A stranger entered a home, ate the food and broke a chair.

The Boy Who Cried Wolf

Nobody came when the wolf was real.

Little Bo Peep

The sheep are lost and no one is looking.

Hansel and Gretel

A house made of candy stands in the woods and children keep wandering to it.

The Tortoise and the Hare

The race had no rules about naps.

The Pied Piper

The town did not pay the piper and lost its children.

Old Mother Hubbard

The cupboard was bare and the dog went hungry.

The Emperor's New Clothes

Nobody told the emperor the truth until a child did.

Rip Van Winkle

A man slept twenty years and no one checked on him.

CHAMBER SCRIPT FOR RESOURCE TEAM CHAIRS

"The Middle School Assembly will come to order." (one tap)

"Will the sponsors of Resolution _____ please come forward? Will the Clerk please read the title?"

"Sponsors, you have two minutes."

"Are there questions for the sponsors? Raise your placard. [Name], you are recognized." (Take two.)

"Is there a speaker against? ... Is there a speaker for?" (Thirty seconds each.)

"Sponsors, do you have a final sentence?"

"All in favor, raise your placards. All opposed. The resolution is adopted / not adopted." (two taps)

"Thank you, sponsors. Will the sponsors of the next resolution please come forward?"

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CORE VALUE SPEECHES

PUBLIC SPEAKING

CHARACTER EDUCATION

LITERATURE

LEADERSHIP

AT A GLANCE

GRADES	6-12
TIME	Three sessions, each 30 minutes long.
HANDOUTS	1. The Four Core Values; 2. Speech Frame; 3. Feedback Card

THE STORY PROBLEM

Storybook County's characters have been asked to speak at the Opening Session about the value their story taught them. The Boy Who Cried Wolf has thoughts on honesty.

► THE PROCESS PRACTICED

The core value speech. YMCA Youth and Government is built on the YMCA's four core values: caring, honesty, respect and responsibility. Candidates must tie their campaigns to them, Governors build themes on them, and middle school Resource Team training opens with core value speeches. In this lesson every student gives a short speech on one core value, delivered as a public domain character who learned that value the hard way.

► CHARACTERS FOR CONSIDERATION (ONE VALUE EACH IS SUGGESTED; STUDENTS MAY ARGUE FOR A DIFFERENT PAIRING):

1. **The Boy Who Cried Wolf** (honesty)
2. **Ebenezer Scrooge, reformed** (caring)
3. **Goldilocks** (respect)
4. **The Ant and the Grasshopper** (responsibility)
5. **The Tortoise** (responsibility)
6. **The Emperor, after the parade** (honesty)
7. **Pinocchio** (honesty)
8. **Beauty, or the Beast** (respect)
9. **The Little Red Hen** (responsibility, with a question about caring)
10. **Dorothy Gale** (caring; she went back for everyone)
11. **Mr. Toad, after the motorcar** (responsibility)
12. **The Big Bad Wolf** (respect, as a challenge: can he give this speech sincerely?)

► LEARNING OBJECTIVES:

- Students will be able to define each of the four core values in their own words and give an example of each from a story.
- Students will be able to write and deliver a ninety-second speech with a clear structure: the moment, the lesson, the value, the ask.
- Students will be able to give specific, kind feedback using a rubric.

- Students will be able to keep the term "core values" distinct from the names of other programs.

► MATERIALS:

- Handout: "The Four Core Values" (Supporting Document 1)
- Handout: "Speech Frame" (Supporting Document 2)
- Handout: "Feedback Card" (Supporting Document 3)
- Timer and gavel

► PRE-PLANNING:

- Each student chooses or draws a character and a value. Spread the values evenly across the room.
- Decide whether speeches will be delivered to the whole class or in groups of six with a student Chair for each group (faster, and more students get to chair).

SESSION 1 WHAT THE VALUES MEAN

30 MINUTES

- 5** **Hook.** Ask who in a story was honest at a cost. Collect answers. Explain that the YMCA's four core values show up in every part of Youth and Government, from campaign rules to how a Chair treats a nervous speaker.
- 10** **Define.** In four groups, each group takes one value and writes a definition in its own words plus two story examples, one of the value kept and one of it broken. Groups report. Post the definitions.
- 10** **Match.** Students choose or draw a character and a value and write the one moment in the story where that value was tested.
- 5** **Frame Preview.** Read the Speech Frame aloud.

SESSION 2 WRITING AND PRACTICING

30 MINUTES

- 15** **Draft.** Students write a ninety-second speech (about 180 to 220 words) in character: the moment (what happened), the lesson (what I understood afterward), the value (name it and define it as I now understand it), the ask (what I want the delegates to do this session).
- 10** **Partner Practice.** Partners time each other, giving one gavel tap at 30 seconds remaining and two at 15. Partners complete a Feedback Card.
- 5** **Revise.** Trim or add to hit ninety seconds.

SESSION 3 THE SPEECHES

30 MINUTES

- 25** **Deliver.** A student Chair calls each speaker: "The Chair recognizes [character] of [district] on the value of [value]." Speakers deliver. Each listener completes a Feedback Card for two assigned speakers, so every speaker receives two cards.
- 5** **Wrap-Up.** Collect the cards and hand them to the speakers. Ask: which value was hardest to speak about sincerely, and why? Which speech changed how you see a character?

► ASSESSMENT

Structure Moment, lesson, value and ask all present and in order.	25
Value Understanding The value is defined accurately and connected to the story moment, not just named.	25
Character Voice The speech sounds like the character and uses a specific story event.	20
Delivery Within time; audible; eye contact; responds to gavel signals.	20
Feedback Given Feedback Cards specific and kind.	10

► DIFFERENTIATION

Support

Provide a completed sample speech for the Tortoise on responsibility. Allow sixty seconds. Let students read from the page.

Challenge

Assign the Wolf or the Queen of Hearts and require a sincere speech on respect without excusing past behavior. Or require the speech to connect the value to a specific bill in the class bill book.

THE FOUR CORE VALUES

Caring: Showing a sincere concern for others.

Honesty: Being truthful in what you say and do.

Respect: Following the golden rule; treating others as you would want to be treated.

Responsibility: Being accountable for your promises and actions.

Note for teachers and students: "core values" (c-o-r-e) is the YMCA's term for these four. It is a different thing from Y-Corps (c-o-r-p-s), which is a YMCA summer service program. Keep the two apart in speeches and in writing.

SPEECH FRAME (NINETY SECONDS)

1. **The moment.** "The third time I shouted wolf, nobody came. The wolf did."
2. **The lesson.** "I understood that every true thing I would ever say was now worth less, because of the two false things I had said before."
3. **The value.** "Honesty is not only not lying. It is protecting the value of your own word so that it is there when someone needs it."
4. **The ask.** "This session, when you stand to speak on a bill, say only what you can prove from the story. Keep your word worth something."

FEEDBACK CARD

Speaker (character): _____ Value: _____

One thing that was clear and strong: _____

One specific suggestion: _____

Did I hear all four parts (moment, lesson, value, ask)? Y / N Which was missing or weak? _____

Time: _____ seconds

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THE LIEUTENANT GOVERNOR'S SERVICE FOCUS

Service Learning in Storybook County

CIVICS

SERVICE LEARNING

PROJECT PLANNING

REFLECTION

AT A GLANCE

GRADES	9-12 (adaptable for younger students)
TIME	Four sessions, each 30 minutes long, plus an optional out-of-class service hour.
HANDOUTS	1. Service-Learning Planning Grid; 2. Need Cards; 3. Roundtable Guide; 4. Hours Log

THE STORY PROBLEM

The Lieutenant Governor of Storybook County has announced the year's service focus: "Rebuilding After the Wolf." Every delegation must plan one project that helps a story community recover, and connect it to something delegates will learn.

► THE PROCESS PRACTICED

Service learning. In YMCA Youth and Government the Lieutenant Governor leads a year-long service focus, each delegation names a Service-Learning Liaison, and delegates earn recognition for combined service and learning hours. The program's own service-learning model has four parts: Learning Objectives, Action, Reflection and Evaluation. In this lesson students plan a service project for a community need found in a story, carry out a small real-world version if the school allows, and reflect on it using the roundtable format used at the program's national conferences and on its Y-Corps service trips.

► LEARNING OBJECTIVES:

- Students will be able to identify a community need from a story and describe who is affected and why.
- Students will be able to plan a service project using the four-part model: Learning Objectives, Action, Reflection, Evaluation.
- Students will be able to translate a fictional project into a real one the class could actually do.
- Students will be able to lead and take part in a roundtable reflection.
- Students will be able to track service hours and learning hours separately.

► MATERIALS:

- Handout: "Service-Learning Planning Grid" (Supporting Document 1)
- Handout: "Need Cards" (Supporting Document 2)
- Handout: "Roundtable Guide" (Supporting Document 3)
- Handout: "Hours Log" (Supporting Document 4)
- Chart paper and markers

► PRE-PLANNING:

- **Assign Roles:**
 - **Lieutenant Governor** (1 student): announces the focus, visits each team, leads the final roundtable.
 - **Service-Learning Liaisons** (one per team): keeps the planning grid and the hours log.
 - **Teams** (4-5 students): each draws a Need Card.
- Decide in advance whether a real one-hour service action is possible (a school clean-up, a letter-writing hour, a supply drive, a reading hour with younger students). If not, Session 4 uses the planning product only.

SESSION 1 FINDING THE NEED

30 MINUTES

- 5** **Hook.** "The wolf is gone. Two pigs have no houses. Who helps?" Draw out that service is what a community does for itself when the law is not enough.
- 10** **Service vs. Service Learning.** Service is doing the work. Service learning is doing the work while learning something you set out to learn, then reflecting on it. Walk through the four-part grid with the program's own example: Learning Objective, public speaking; Action, voter registration drive; Reflection, what did we say that worked; Evaluation, how many registered.
- 10** **Need Cards.** Teams draw a card and answer: Who is affected? What exactly do they need? What do they not need (help that would not help)?
- 5** **Liaison Check.** Liaisons report the need in one sentence to the Lieutenant Governor.

SESSION 2 PLANNING THE PROJECT

30 MINUTES

- 20** **Fill the Grid.** Teams complete the planning grid for the story project: Learning Objectives (two things team members will learn, such as planning a budget or speaking to adults), Action (what, when, who, what supplies), Reflection (two questions the team will answer afterward), Evaluation (one number and one quality they will measure).
- 10** **The Translation.** Each team writes the real-world version: what could this class actually do in one hour that serves the same kind of need? (Rebuilding after the wolf becomes a supply drive for a local shelter; feeding the Cratchits becomes a food pantry hour; the Twenty-Year Nap Registry becomes letters to a senior center.)

SESSION 3 PITCH AND CHOOSE

30 MINUTES

- 15** **Pitches.** Each Liaison presents the grid and the real-world version in two minutes. The Lieutenant Governor asks one question of each: "What will you learn that you could not learn in class?"
- 10** **Choose.** The class votes by ranked choice (from the Trial Proposals lesson) on which real-world project to carry out, or decides that each team will do its own.
- 5** **Hours Log.** Teach the two-column log: service hours (the doing) and learning hours (the planning, training and reflection). Note that the program recognizes both, and that the planning sessions already count as learning hours.

- **(Optional, outside class) The Action:** Carry out the chosen one-hour project. Liaisons log hours.
- 20** **Roundtable.** The Lieutenant Governor leads the roundtable from the guide: rose and bud (one good thing, one thing still growing), two reflection questions from the teams' grids, shout-outs to specific people, and what happens next. Everyone speaks at least once.
- 10** **Evaluation.** Teams fill in their Evaluation line with the real numbers and write one sentence on whether the Learning Objectives were met.

► ASSESSMENT

Need Analysis Who, what, and what not, all specific to the story.	15
Planning Grid All four parts complete; learning objectives are real skills; action is specific; evaluation is measurable.	35
Translation Real-world version is doable in an hour and serves a comparable need.	20
Roundtable Spoke at least once; reflection connected to the learning objectives; respectful listening.	20
Hours Log Service and learning hours recorded separately and accurately.	10

► DIFFERENTIATION

Support

Provide a half-completed grid for "Rebuilding After the Wolf." Allow teams to skip the translation and present the story version only.

Challenge

Require a one-paragraph budget and supply list, or ask a team to recruit another class as partners and plan how to train them.

SERVICE-LEARNING PLANNING GRID

Team: _____ Liaison: _____ Need Card: _____

Who is affected and what do they need: _____

Learning Objectives (two skills team members will build): 1. _____ 2. _____

Action (what, when, who, supplies): _____

Reflection (two questions we will answer afterward): 1. _____ 2. _____

Evaluation (one number, one quality): _____

Real-world translation (one hour, this class): _____

NEED CARDS

Rebuilding After the Wolf

Two of the Three Little Pigs have no homes. Brick is expensive.

The Cratchit Table

Before Scrooge's change of heart, the Cratchits could not afford a proper dinner, and Tiny Tim needed care.

Lost Sheep

Little Bo Peep's flock is scattered and she cannot search alone.

The Twenty-Year Nap

Rip Van Winkle woke to a village that had forgotten him. Who checks on people no one checks on?

Hamelin's Children

The town needs a way to keep children safe and the piper paid.

Grandmother's Cottage

An elder living alone in the Deep Woods needs safer doors and regular visits.

Mother Hubbard's Cupboard

A household and its dog have nothing to eat.

After the Beanstalk

Beanstalk Hollow has a fallen giant, a damaged field, and a boy with a harp he cannot explain.

ROUNDTABLE GUIDE (LIEUTENANT GOVERNOR LEADS)

1. Sit in a circle. Phones away. The leader speaks last on each question.
2. **Rose and bud:** each person names one thing that went well and one thing still growing.
3. **Reflection questions:** the two from the planning grid, answered by anyone who wishes.
4. **Shout-outs:** name a specific person and a specific thing they did.
5. **Next:** what happens tomorrow, and who is responsible.
6. Close with one sentence from the leader connecting the project to the service focus.

HOURS LOG

Name: _____ Delegation or team: _____

Date: _____ Activity: _____ Service hours: Learning hours: Verified by: _____

(Repeat.) Totals: Service ___ Learning

ABOUT THIS SERIES

Storybook County Lesson Plans use public domain stories to practice real YMCA Youth and Government processes: bills, committees, debate, courts, elections, service, and proposals. Every lesson is three or four 30-minute sessions. All of them, plus the seven Seal-Earning Units, live in one folder:

drive.google.com/drive/folders/1MieLDxVzKNq7QTwjw2EPFDqgMOaaJ2US. Part of the YMCA Youth and Government Educator Toolkit at nysyag.org. Questions: Drew Caldwell, dcaldwell@ymcanys.org.

PROPOSALS AND ROUNDTABLES

Preparing for the Conference on National Affairs

CIVICS

GOVERNMENT

RESEARCH

PERSUASIVE WRITING

PUBLIC SPEAKING

AT A GLANCE

GRADES	10-12 (adaptable)
TIME	Four sessions, each 30 minutes long.
HANDOUTS	1. Proposal Template; 2. National Problem Cards; 3. Committee Format and Committee Chair Script; 4. Roundtable Guide

THE STORY PROBLEM

Wolves do not respect county borders. Neither do giants, pipers or long naps. The Storybook Nation's delegates must propose national solutions and defend them in committee.

► THE PROCESS PRACTICED

The proposal. Each summer every state's YMCA Youth and Government program sends a small delegation to the Conference on National Affairs (CONA), where delegates present proposals on national-scale problems rather than bills amending state law. A proposal is judged on the problem it identifies, the evidence, the solution and the delegate's ability to defend it under questioning; it moves through committee and may reach the full conference. Days end with roundtables. In this lesson students write and defend a proposal for the Conference on Storybook National Affairs, where the problems cross county lines.

► LEARNING OBJECTIVES:

- Students will be able to distinguish a proposal (a national-scale problem and a recommended solution) from a bill (a change to the words of a state law).
- Students will be able to write a proposal with the standard parts: title, the problem, the evidence, the proposed solution, who would carry it out, and the expected benefits and costs.
- Students will be able to present a proposal in the conference format: presentation, questions, con and pro debate, summation, vote.
- Students will be able to lead or take part in a roundtable reflection.

► MATERIALS:

- Handout: "Proposal Template" (Supporting Document 1)
- Handout: "National Problem Cards" (Supporting Document 2)
- Handout: "Committee Format and Committee Chair Script" (Supporting Document 3)
- Handout: "Roundtable Guide" (Supporting Document 4)
- Timer, placards, gavel

► PRE-PLANNING:

- **Assign Roles:**
 - **Delegates** (everyone): each writes a proposal, alone or in pairs.
 - **Committee Chairs** (2-3 students): run the committees in Session 3.
 - **Roundtable Leaders** (2-3 students): lead the Session 4 roundtables.
 - **Delegation Leader** (1 student): keeps the schedule and makes sure every delegate is heard.
- Divide the class into two or three committees of six to eight proposals each.

SESSION 1 FROM COUNTY TO NATION

30 MINUTES

- 5** **Hook.** "Storybook County passed a wolf law. The wolf moved to the next county." Ask what a single county cannot fix alone. Draw out the idea of national-scale problems.
- 10** **Proposal vs. Bill.** Compare side by side. A bill rewrites a specific law and must show the original text. A proposal names a problem, proves it with evidence, and recommends a solution and who should carry it out; it does not have to quote a statute. The test of a proposal is whether the delegate can defend it when questioned.
- 10** **Choose a Problem.** Delegates draw a National Problem Card or propose their own from any public domain story. They write the problem in two sentences and list the stories that prove it exists in more than one place.
- 5** **Check.** Delegation Leader confirms each delegate has a problem and at least two stories as evidence.

SESSION 2 WRITING THE PROPOSAL

30 MINUTES

- 5** **Template.** Walk through the Proposal Template with an example (National Wolf Registry: the problem, three stories as evidence, a registry run by a national Forest Service, benefits and costs).
- 20** **Draft.** Delegates write. The solution must name who carries it out and what it costs, even roughly.
- 5** **Pair Challenge.** Partners ask each other the two hardest questions they can think of. Delegates write the questions down; they will be asked again in committee.

SESSION 3 COMMITTEE

30 MINUTES

- 3** **Format.** Teach the committee sequence from the script: presentation (2 minutes), questions (2 minutes), con and pro debate alternating (3 minutes), summation (30 seconds), vote. Proposals that pass committee are "advanced to General Assembly"; in class, the top two per committee present again in Session 4.
- 25** **Hear Proposals.** Committees run in parallel in different corners of the room, each with a Chair. Six proposals at about four minutes each.
- 2** **Report.** Chairs announce which proposals advanced.

15

General Assembly. The advanced proposals are presented to the whole class in the same format, compressed. The class votes on each.

12

Roundtable. Roundtable Leaders take groups of eight: rose and bud; two prompt questions ("What proposal changed your mind and why?" "What did you learn about defending an idea under questions?"); shout-outs; next steps.

3

Wrap-Up. The Delegation Leader reads the list of proposals adopted by the General Assembly. Ask who would want to take a real proposal to the real conference.

► ASSESSMENT

Proposal All template parts; problem is national in scale; evidence from at least two stories; solution names who carries it out and what it costs.	35
Presentation Within time; organized; clear ask.	20
Defense Under Questioning Answered directly; conceded what should be conceded; did not abandon the proposal.	25
Committee Participation Asked at least one question or gave one debate speech with the recognition formula.	10
Roundtable Spoke at least once; listened; specific shout-out.	10

► DIFFERENTIATION**Support**

Provide a completed sample proposal (National Wolf Registry). Allow pairs. Shorten questioning to one minute.

Challenge

Require a proposal that solves two of the Problem Cards at once, or require the delegate to present a one-sentence amendment to someone else's proposal during debate.

PROPOSAL TEMPLATE

Title: A Proposal to _____

Delegate(s): _____ **State or County:** _____

The Problem (two or three sentences): What is wrong, where, and who is harmed.

The Evidence (at least two stories): Specific events that show the problem happens in more than one place.

The Proposed Solution (three to five sentences): What should be done.

Who Carries It Out: The national body or office responsible.

Benefits: Who is helped and how.

Costs and Risks: What it costs, who pays, what could go wrong.

Conclusion: One sentence restating the ask.

NATIONAL PROBLEM CARDS

Wolves across borders

Little Red Riding Hood, The Three Little Pigs, The Boy Who Cried Wolf, Peter and the Wolf: the same hazard in every county.

Giants and airspace

Jack and the Beanstalk, Jack the Giant Killer, Gulliver's Travels: oversized visitors and no national rule.

Unpaid contractors

The Pied Piper of Hamelin, Rumpelstiltskin: towns that do not pay what they promised, and what follows.

Long absences

Rip Van Winkle, Sleeping Beauty, Odysseus: people who vanish for years and the families and villages left behind.

Unsafe housing

The Three Little Pigs, Hansel and Gretel, The Old Woman Who Lived in a Shoe: materials, occupancy, candy.

Truth in public life

The Emperor's New Clothes, Pinocchio, The Boy Who Cried Wolf: a nation that cannot tell when it is being lied to.

Reckless driving

The Wind in the Willows, the Hare: speed, vehicles, naps at the wheel.

Lost livestock

Little Bo Peep, The Boy Who Cried Wolf, the Little Red Hen's uncooperative neighbors: agriculture without a safety net.

Trespass and hospitality

Goldilocks, Snow White at the dwarfs' cottage, Alice at the tea party: when is a guest a trespasser?

Orphans and guardians

Oliver Twist, Anne of Green Gables, Peter Pan's Lost Boys: who is responsible for children without homes?

COMMITTEE FORMAT AND COMMITTEE CHAIR SCRIPT

"This committee of the Conference on Storybook National Affairs will come to order. Will the delegate presenting Proposal _____ please come forward? Delegate, you have two minutes."

"We are now in questions. Delegates, raise your placards. Thank the Chair and state your name and state when recognized."

"We will now move to debate, alternating con and pro, beginning with a con speaker. Is there a con speaker?"

"Delegate, you have thirty seconds for summation."

"All those in favor of advancing Proposal _____, raise your placards. All opposed. The proposal is advanced / not advanced." (two taps)

Sequence: presentation 2 minutes; questions 2 minutes; debate 3 minutes alternating con and pro; summation 30 seconds; vote.

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ROUNDTABLE GUIDE

Circle. Leader speaks last. Rose and bud from everyone. Two prompt questions. Shout-outs to specific people for specific things. Next steps and who is responsible. One closing sentence from the leader.

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