



OREGON YMCA
YOUTH & GOVERNMENT

Legislative Delegate Workbook

Name:

Delegation:

.....
Amended August 2025
.....

Table of Contents:

Table of Contents:-----2

Week 1 — Workbook Introduction:----- 3

Weeks 1 & 2 — RESOURCE: Delegation Leadership----- 5

Week 2 — WORKSHEET: What’s meaningful to you?-----8

Week 2 — WORKSHEET: What’s the problem?----- 9

Week 4 — RESOURCE: Legislative Remedies----- 10

Week 5 — WORKSHEET: Legislative Concept----- 13

Week 6 — TIPS: Selecting a Good Legislative Concept----- 14

Week 7 — WORKSHEET: Legislative Research-----15

Week 8 — WORKSHEET: Bill for an Act Outline-----18

Week 8 — WORKSHEET: Joint Memorial Outline----- 22

Week 8 — WORKSHEET: Concurrent Resolution Outline----- 24

Week 8 — WORKSHEET: Oregon Constitutional Amendment Outline----- 25

Week 9 — RESOURCE: From Act Outline to Draft-----26

Week 9 — RESOURCE: From Joint Memorial Outline to Draft----- 27

Week 9 — RESOURCE: From Concurrent Resolution Outline to Draft----- 28

Week 9 — RESOURCE: From Amendment Outline to Draft----- 29

Week 12 — RESOURCE: Example Debates----- 30

Week 15 — WORKSHEET: Opening Statement-----31

Week 15 — WORKSHEET: Closing Statement-----37

Week 16 — TIPS: Q&A For Professionals----- 42

Weeks 21 & 22 — WORKSHEET: Strategy & Reference Guide----- 44

RESOURCE: Electronic Resources----- 51

RESOURCE: Measure Writing Checklist-----54

RESOURCE: Possible Measure Topics-----56

RESOURCE: State Officer Corps----- 58

RESOURCE: GLOSSARY OF TERMS----- 67



Week 1 — Workbook Introduction:

This Delegate Workbook is intended as a helpful tool for Youth and Government legislative delegates as they progress through the Recommended Program Curriculum with their delegation. Delegates should fill in the blanks, answer the questions or otherwise follow the prompts as they learn about Oregon’s Youth and Government program and Oregon’s model of Legislative governance that the program models.

The workbook isn’t intended as a test to administer or as a barrier to participation. Rather, as a resource to ensure delegates are as prepared as possible for the program, and ready to meaningfully engage in it.

PROGRAM INTRODUCTION:

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

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

The culmination of the program occurs at the annual State Conference, typically held in mid-February. Students from around the state converge on the State Capitol to conduct their model youth legislature. Here students take on the roles of Representative or Senator and do their part in passing legislation that is important to them. In addition to these roles, experienced participants also have the opportunity to take on leadership roles such as Youth Governor, President of the Senate, Speaker of the House, and more.

OBJECTIVES:

- Learn about state government and democracy in a fun way
- To become familiar with the types of legislation and how they pertain to state and federal government
- To become familiar with the various roles of state government and take on one of those roles during the annual State Conference
- Build self-confidence through public speaking
- Develop strong leadership skills



- Communicate effectively
- Adhere to our YMCA Core Values (Responsibility, Honesty, Respect, and Caring) while supporting your fellow delegates

EXPECTATIONS:

- That teens attend delegation meetings on a regular basis
- That ALL students write a minimum of one piece of legislation no matter what role they play
- That students abide by the Code of Conduct & Dress Code outlined in the YMCA Youth & Government Rules
- That teens represent their delegation in a positive manner during all delegation meetings and at the annual State Conference
- That all deadlines are met. (For example, registration, measure submission, etc)

YMCA YOUTH & GOVERNMENT CORE VALUES:

Honesty

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

Respect

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

Caring

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

Responsibility

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



Weeks 1 & 2 – RESOURCE: Delegation Leadership

Below is a list of the two required *delegation leadership* positions for the YMCA Youth & Government program. *Delegations are free to elect any additional leaders in addition to these two, as interested or available.*

Delegation President

Delegation Secretary



YMCA Youth and Government

Recommended Position Description: Delegation President

The Role:

The Delegation President is the highest-ranking youth leader within their local delegation. They are responsible for building community, maintaining strong internal communication, and ensuring that every member is prepared for success at all major Youth and Government events. As the central student leader of their delegation, the President provides structure, supports new delegates, and helps foster a culture of inclusion, commitment, and growth.

Required Qualifications

Candidates for Delegation President must:

- Be in good standing within their local delegation.
- Demonstrate consistent attendance, preparation, and participation in delegation meetings.
- Be available and willing to serve through the entire Youth and Government program year.

Description of a Successful Candidate

Candidates for Delegation President should:

- Exhibit strong leadership, communication, and collaboration skills.
- Embody the Y's Core Values of Respect, Responsibility, Caring, and Honesty.
- Be inclusive, enthusiastic, organized, and motivated to support peers.
- Have a strong working knowledge of the legislative process and program procedures, or demonstrate a strong interest for learning.

Key Responsibilities and Expectations:

Successful Delegation Presidents will be expected to:

- Support and often lead regular delegation meetings, ensuring they are organized, productive, and engaging.
- Support all members in developing legislative concepts and preparing for committee and chamber sessions.
- Work closely with adult advisors to ensure logistical needs are met.
- Monitor the progress of each member's work (bill writing, debate prep, etc.) and offer guidance or resources as needed.
- Represent the delegation at statewide events and during sessions.
- Encourage active participation, promote delegation spirit, and model professionalism throughout the program year.
- Serve as the primary point of contact between the delegation and statewide leadership.



YMCA Youth and Government **Recommended Position Description: Delegation Secretary**

The Role:

The Delegation Secretary is responsible for maintaining accurate records, supporting communication, and providing essential logistical support to ensure the success of their delegation. Often working behind the scenes, the Secretary plays a vital role in helping the delegation stay organized, informed, and prepared for participation in the Youth and Government program.

Required Qualifications

Candidates for Delegation Secretary must:

- Be in good standing within their local delegation.
- Be detail-oriented and reliable in communication and follow-through.
- Be available and willing to serve through the entire Youth and Government program year.

Description of a Successful Candidate

Candidates for Delegation Secretary should:

- Be organized, punctual, and proactive.
- Embody the Y's Core Values of Respect, Responsibility, Caring, and Honesty.
- Be comfortable using email, shared documents, and digital tools to support communication.
- Support both peers and adult advisors in ensuring delegation needs are met.

Key Responsibilities and Expectations:

Successful Delegation Secretaries will be expected to:

- Take accurate notes at delegation meetings and distribute them in a timely manner.
- Maintain updated lists of members, measure titles, and measure statuses.
- Support the Delegation President and Advisors in tracking attendance, deadlines, and conference logistics.
- Help facilitate communications within the delegation—reminders, updates, and key information.
- Organize and share resources to help delegates prepare for committee and floor sessions.
- Ensure that all paperwork and submission requirements are met on time.
- Assist in managing any delegation materials, schedules, or presentation documents as needed.



Week 2 – WORKSHEET: What’s the problem?

Consider the ‘What’s meaningful to you’ activity and the topic that scored as most meaningful to you. To ensure you’re not creating a ‘solution in search of a problem’, you’ll next need to identify a specific problem, opportunity or issue affecting that topic. Write down at least five problems, opportunities, or issues affecting the topic most meaningful to you.

1. _____
2. _____
3. _____
4. _____
5. _____

Now that you have some options for meaningful topics and considerable problems or opportunities, write down at least five resources, websites, people or otherwise, that you can think of where you might find potential solutions to the problems affecting that topic, and why they would be a good place to look.

1. _____
2. _____
3. _____
4. _____
5. _____



Week 4 – RESOURCE: Legislative Remedies

Below you should find a list of Legislative Remedies or Solution Types, each with a brief description and an example from the Oregon Legislature. As you try to determine the appropriate legislative remedies to your identified problems, these are quality places to start.

Legislative Solution Types (with ORS Examples)

Regulation / Restriction

- Core Action: Limits or bans behaviors.
- *Example:* ORS 646A.009 : Prohibits the sale of cosmetics tested on animals—regulating commercial practice.
- [oregonlegislature.gov+15oregonlegislature.gov+15oregonlegislature.gov+15oregonlegislature.gov](https://www.oregonlegislature.gov/bills_laws/ors/ors646a009.html).

Funding / Appropriations

- Core Action: Directs public funds to address needs.
- *Example:* ORS 329 & 327.001 : Allocate billions annually for education through dedicated funds in the Student Success Act
- [oregonlegislature.gov/bills_laws/ors/ors329.html](https://www.oregonlegislature.gov/bills_laws/ors/ors329.html)

Taxation / Incentives

- Core Action: Encourages/discourages behaviors via taxes or credits.
- *Example:* ORS 285C.400 & ORS 315.341 : Provide tax incentives for rural enterprise zones
- [oregonlegislature.gov+2oregonlegislature.gov+2oregonlegislature.gov+2oregonlegislature.gov+15oregonlegislature.gov+15olis.oregonlegislature.gov+15.](https://www.oregonlegislature.gov/bills_laws/ors/ors285c400.html)

Mandates / Requirements

- Core Action: Obligates action by individuals or institutions.
- *Example:* ORS 653 : Mandates quarterly notification of sick time accrual to employees
- https://www.oregonlegislature.gov/bills_laws/ors/ors653.html

Access / Equity Guarantees

- Core Action: Ensures access or protects rights.
- *Example:* ORS 659A : Prohibits housing discrimination, protecting marginalized communities
- [oregonlegislature.gov+15oregonlegislature.gov+15oregonlegislature.gov+15.](https://www.oregonlegislature.gov/bills_laws/ors/ors659a.html)



Licensing / Credentialing

- Core Action: Sets qualifications or standards to practice.
- *Example:* ORS 342.121 : Requires teacher licensure
- [oregonlegislature.gov+14oregonlegislature.gov+14oregonlegislature.gov+14](#).

Data / Reporting / Transparency

- Core Action: Requires information tracking or disclosure.
- *Example:* ORS 276A.350–374 : Mandates open data publication
- [oregonlegislature.gov+8oregonlegislature.gov+8olis.oregonlegislature.gov+8](#)

Public Education / Curriculum

- Core Action: Funds or mandates educational efforts.
- *Example:* ORS 329 : Guides curriculum standards and regular review of educational goals
- [oregonlegislature.gov+15oregonlegislature.gov+15oregonlegislature.gov+15oregonlegislature.gov](#).

Punishment / Penalty-Based Remedies

- Core Action: Establishes legal consequences for non-compliance.
- *Example:* ORS 475C : Enforces penalties for cannabis regulation violations
- [oregonlegislature.gov+9oregonlegislature.gov+9oregonlegislature.gov+9oregonlegislature.gov](#).

Resolutions & Memorials

- Core Action: Symbolic statements that guide or express intent.
- *Example:* OR HCR31 : Honors the life and memory of a beloved mentor and civil rights leader.
- <https://olis.oregonlegislature.gov/liz/2025R1/Measures/Overview/HCR31>

Pilot Programs / Demonstration Projects

- Core Action: Authorizes temporary trials of new approaches.
- *Example:* OR HB3146 : Establishing a pilot program for low-barrier emergency housing
- <https://olis.oregonlegislature.gov/liz/2025R1/Downloads/MeasureDocument/HB3146>

Commissions / Task Forces

- Core Action: Charges advisory bodies with research and recommendations.
- *Example:* ORS 173.900 : Creates the Legislative Equity Office to investigate and report on equity concerns
- [oregonlegislature.gov+6oregonlegislature.gov+6oregonlegislature.gov+6](#).

Local Option Authorization

- Core Action: Empowers local governments to act independently.
- *Example:* ORS 307.175 : Enables local jurisdictions to offer property tax incentives
- [oregonlegislature.gov+7oregonlegislature.gov+7olis.oregonlegislature.gov+7oregonlegislature.gov](#).



Preemption

- Core Action: Prevents local governments from enacting certain types of laws.
- *Example:* ORS 646A.009 : Preempts local animal testing bans by establishing statewide standards
- https://www.oregonlegislature.gov/bills_laws/ors/ors646a.html

Sunset Clauses / Triggers

- Core Action: Sets expiration or conditional activation of a law.
- *Example:* OR SB1563 : Requires ODOT to study a section of highway and report its findings, a requirement which sunsets the following year.
- <https://olis.oregonlegislature.gov/liz/2024R1/Downloads/MeasureDocument/SB1563/>

Public-Private Partnerships (P3s) / Privatization

- Core Action: Facilitates cooperation between government and private sector.
- *Example:* ORS367.800—816 : Describing the Oregon Innovative Partnerships Program, authorizing ODOT to enter into public-private partnerships in specific circumstances.
- https://www.oregonlegislature.gov/bills_laws/ors/ors367.html



Week 5 – WORKSHEET: Legislative Concept

Use this sheet to brainstorm five potential legislative concepts. This should generally read like, "In order to Insert problem to address, or future we'll see once the problem is addressed, my measure will Insert specific solution, or action of the legislative concept". For example, "In order to help children across the State of Oregon taste the rainbow, my measure will make Starbursts the official state candy."

Legislative Concept 1:

Legislative Concept 2:

Legislative Concept 3:

Legislative Concept 4:

Legislative Concept 5:



Week 6 — TIPS: Selecting a Good Legislative Concept

A good legislative concept isn't necessarily a good measure. In other words, just because something would help the State of Oregon or its people doesn't mean that it is a good measure for Youth and Government delegates.

Seem strange? Well, often the best Youth and Government measures are ideas that can foster robust debate. Some ideas that may have near-unanimous support may sail through the process and not foster discussion and debate. Others that are hyper-specific may not be relatable, and debate and discussion might suffer. Really good debate can only happen if a few other things occur. Here's what we believe facilitates that in a good Youth and Government measure:

Debatability

People are going to want to argue your measure from both sides of the issue. If you can't think of an argument against your measure, others may not either. This doesn't mean to shy away from a smart, helpful measure with lots of support. But know that it may not produce a lot of discussion.

Significance or Impact

A measure that affects a lot of people or a wide variety of people sometimes produces more heated discussion than a measure that only affects a few people or a narrow range of people. Specific measures affecting specific populations can be very effective, but you'll have extra work to do in order to make the topic relatable and understandable.

Feasibility

Often, delegates want to know that your measure would actually work the way you want it to "in the real world". This doesn't refer to a partisan reality like, "this would never happen in a Democratic-controlled Congress". It also, and absolutely, does not mean you shouldn't dream big or address big problems. But it does mean measures need to exist within some reality of budget, time, constitutionality and more to feel "feasible".

Researchability

Are you going to be able to find facts, statistics, and news articles supporting both your problem, and your proposed solution? Importantly, will the opposition be able to as well? Sometimes the best legislative concepts start from personal experience. But, if that personal experience isn't quickly supported by facts, statistics, or news coverage, discussion may be limited.

Remember that the single most important key to a good measure is that is it an idea that you care very much about. The more meaningful it is to you and passionate you feel about your measure, the more you will want to put the required work in to make it successful.



Week 7 – WORKSHEET: Legislative Research

Before you can write an effective measure, it's helpful to understand how similar issues have been addressed in the past. If you have not yet completed the week 6 assignment of a Legislative Review, or you need additional guidance, start here.

Legislative Review:

The Oregon Revised Statutes (ORS) is a collection of all the current laws in Oregon. By finding and reviewing a law related to your topic, you can see what solutions have already been tried, how they were structured, and where there might still be gaps or opportunities for improvement.

Step 1: Search the [Oregon Revised Statutes \(ORS\)](#)

Step 2: In the search box, enter keywords (one at a time) related to your chosen topic to find a law(s) that connects in some way. Perhaps its a similar issue, address a similar community, or has a similar intended outcome. As you start your search, use as broad of keywords as possible, adding additional keywords or qualifiers to refine the search. Consider adding "Boolean Operators" like AND, OR, or NOT (as described in the search box).

Step 3: Click through the search results, reading the laws carefully. Focus on the section(s) most relevant to your topic.

Step 4: Answer the questions below, and begin to form an "inventory" of measures that you can use to improve your measure or even use in the presentation of your measure.

Research Questions:

In this activity, you'll select an existing Oregon law connected to your chosen topic, study its key parts, and answer a few guiding questions. This will help you build a stronger, more informed proposal that is grounded in real legislative examples—and avoid "reinventing the wheel."

What is the ORS number and title of the law you explored?

(Example: ORS 646A.009 – "Prohibition on sale of cosmetics tested on animals")



What problem is this law trying to solve?

(Summarize it in your own words.)

How does the law try to solve the problem? (What type of legislative remedy/solution(s) does this law use?)

(Example: Regulation / Restriction or Taxation / Incentives)

What measure type does this law take?

(Example: Joint Resolution, or A Bill for an Act)

Do you think this approach would be effective for your group's issue? Why or why not?

(Use your knowledge of your root causes and your group's discussion.)



Are there parts of this measure that might inspire parts of yours?

(Consider how it funds its solution, who administers/carries out/enforces the law, any key definitions, deadlines or provisions, etc)

If you were revising this law to make it more effective, what would you change?



Week 8 – WORKSHEET: Bill for an Act Outline

1. In a few words, what do you want to do?

(Be very brief)

2. What ORS does this relate to?

(There are likely multiple)

3. Are you creating, amending, or repealing an ORS?

4. What words do you need to define?

Word	Definition



5. What do you want to do?

(be specific)

6. Is there a penalty?

(If so, what is it?)

7. Which governmental entity or department would enforce this penalty?

8. Is there any money needed to fund your measure?

(Try to find specific or estimated costs)



9. If so, where would these funds come from?

(What part of the State Budget, or which State Agency, will cover or administer the costs associated with this bill? Will cuts to other programs or a revenue-generating tax be needed? Consider why those that are paying for this bill bear the burden of financing it.)

10. Is money generated by this law?

(If so, how much, and how? Be specific)

11. What would that money be used for?

12. How soon would you want this to become law, or take effect?

(Consider any needed time to plan, prepare and implement)



Notes:



Week 8 – WORKSHEET: Joint Memorial Outline

1. Who do you want to address, encourage, or suggest something to?

(Most often the US Congress, the President, a federal agency or international body.)

2. What are you addressing, suggesting, or encouraging them to do?

3. Who could be most impactful if they received this memorial?

(This is most often party leadership, presiding officers, the Oregon Delegation, etc)

4. What are your reasons or facts?

(List as least 3)

a)

b)

c)

d)

e)

f)



Week 8 – WORKSHEET: Concurrent Resolution Outline

1. What do you want to do?

(You can express an opinion about a topic, event or position, honor someone or something with special recognition- like a State Bird-, or otherwise commemorate something (like a State Holiday)

2. What are your reasons or facts?

(List as least 3)

a)

b)

c)

d)

e)

f)



Week 8 – WORKSHEET: Oregon Constitutional Amendment Outline

- 1. List the Article and Section of the Oregon Constitution that you wish to amend.**

- 2. Write out, specifically, how this Article and Section will be amended.**
(Be sure to use brackets [to indicate what text will be removed], and underline any text to be added. If the Article and Section you're amending has subpoints to amend (typically denoted with (1), (2), and so on), then mirror your text with similar subpoints: (1), (2), and so on.)



Week 9 – RESOURCE: From Act Outline to Draft

Short title of the Bill for an Act:

Essentially combine and considerably condense your answers to Questions 1, 2, and 3 in the Bill for an Act Outline to create a bill's short title.

Enactment Clause:

After your short title, insert the following enactment clause:

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

Section 1 - Definitions:

Your definitions from Question 4's listed words will create Section 1 of your bill.

Sections 2(+) - The Body of your bill:

The main body of your bill should be separated into appropriate sections and created from your answers to questions 5-8.

Financial Impact:

With support from your answers from questions 9-13 of the Bill for an Act Outline will combine to create your financial impact statement, in its own section.

Enactment Date:

Your answer to question 14 will be your bill's enacting date, the final section of your bill.



Week 9 — RESOURCE: From Joint Memorial Outline to Draft

Remember, a Memorial is a letter to the President, Congress and/or Department Heads and your requests (not demands or instructions) do not have to be hyper-specific. Be concise – the less words you use to convey what you want the better.

'TO THE HONORABLE' Statement:

Begin your joint memorial with,

TO THE HONORABLE _____ (INSERT YOUR ANSWER TO QUESTION 1 HERE)

(This often reads something like, "TO THE HONORABLE SENATE AND HOUSE OF REPRESENTATIVES OF THE UNITED STATES OF AMERICA, IN CONGRESS ASSEMBLED")

'We, your memorialists' Statement:

We, your memorialists, the _____ (program year) Youth Legislative Assembly of Oregon YMCA Youth and Government, in session assembled, most respectfully represent as follows:

'WHEREAS' Statement:

Essentially turn each of your reasons (a-f) into their own WHEREAS statements. You'll separate each of these statements with a semi colon, the word "and", and a new line.

'NOW, THEREFORE' Statement:

Just after your final 'Whereas' statement, add: "Now, therefore, (new line)

BE IT RESOLVED BY THE _____ (program year) YOUTH LEGISLATIVE ASSEMBLY OF OREGON YMCA YOUTH AND GOVERNMENT:

(new line) that we, the members of the _____ Youth Legislative Assembly, respectfully urge _____ (Your answer to question 1) to _____ (your answer to question 2)

'RESOLVED' Statement:

Just after your 'Now, therefore' statement, start a new line, and add:

Resolved, That a copy of this memorial shall be sent to _____ (your answer to question 3)



Week 9 — RESOURCE: From Concurrent Resolution Outline to Draft

'WHEREAS' Statement:

Essentially turn each of your reasons from Question 2 into a WHEREAS statement, separating each with a new line.

'NOW, THEREFORE' Statement:

Just after your final 'Whereas' statement, add: "Now, therefore, (new line)

BE IT RESOLVED BY THE _____ (program year) YOUTH LEGISLATIVE ASSEMBLY OF OREGON YMCA YOUTH AND GOVERNMENT:

(new line) that _____ (Your answer to question 1)

For example:

"That Alfred Matthew "Weird Al" Yankovic is the official Lyricist Laureat of the State of Oregon".

-or-

"That we, the members of the _____ (program year) Youth Legislative Assembly of Oregon YMCA Youth and Government, recognize and honor the unbridled artistry of the lyrical genius, Alfred Matthew "Weird Al" Yankovic, and be it further resolved that we memorialize all those Oregonians made better and brighter by the lyrical bravery of Alfred Matthew "Weird Al" Yankovic."

-or-

"That we, the members of the _____ (program year) Youth Legislative Assembly of Oregon YMCA Youth and Government, condemn, in the strongest possible terms, threats of restricting the free speech of Alfred Matthew "Weird Al" Yankovic, and we call on all leaders to denounce these unamerican occurrences; and be it further resolved, that we applaud the Oregon Association of Musical Parody Enthusiasts and all parodic lyricists for their creativity and dedication to upholding parodic independence."



Week 9 — RESOURCE: From Amendment Outline to Draft

'BE IT RESOLVED' Statement:

In all, caps, begin your measure with,

BE IT RESOLVED BY THE _____ (program year) YOUTH LEGISLATIVE ASSEMBLY OF OREGON YMCA YOUTH & GOVERNMENT that: (new line)

'SECTION 1':

Section 1 will describe, in detail, the amended article.

SECTION 1. _____ (Your answer to question 1) of the Oregon Constitution is amended to read: (new line)

_____ (Your answer to question 2)

'SECTION 2':

Because constitutional amendments have to be 'put to the people' for vote before they may become law, use the following line to close your measure.

SECTION 2. The amendment proposed by this resolution shall be submitted to the people for their approval or rejection at the next regular general election held throughout the state.



Week 12 — RESOURCE: Example Debates

This week, watch one of the sample debates from the Oregon House of Representatives. Below you should find a link to the debates, along with suggested timestamps so that you can skip ahead to the measure presentation.

[Oregon House Chamber 6/25/2025 10:30a](#)

- Third Reading and Final Passage of HB 3199 relating to chronic absenteeism in Oregon Schools
- [Timestamps: 1:19:30 - 1:25:14]

[Oregon House Chamber 2/18/2025 11:00a](#)

- Third Reading and Final Passage of HB 2163 relating to classification of persons with disabilities in wildlife laws.
- [Timestamps 00:27:57 - 00:32:00]

[Oregon House Chamber 4/2/2025 11:00a](#)

- Third Reading and Final Passage of HB 2541 relating to the rights of certain agricultural workers to express milk in the workplace.
- [Timestamps: 00:49:39 - 00:55:36]



Week 15 — WORKSHEET: Opening Statement

Your opening comments will serve to both introduce you and your idea. These comments can provide vital first impressions as you try to convince your peers the problem your measure addresses is meaningful, the solution you propose is just and good, and more broadly, that they should care.

Example Opening Statement:

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

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

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

Last week, I received an e-mail from a retired U.S. Marine Corps Colonel from Virginia. Like many Americans (and many American veterans), he had struggled with this issue and searched his conscience for what's right. In his message to me, he said:

"I have seen our flag torn in battle, captured by our enemies, and trampled on by protesters. In all those events I never felt that the American way of life was in grave peril... for whenever our flag fell or was destroyed there was always another Marine to step forward and pull a replacement from his helmet or ruck sack."

He continued:

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



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

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

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

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

-Senator Robb from Virginia

Reflection:

What made this speech effective? Can you identify where Logos, Ethos, and Pathos are utilized? What type of persuasive language do they successfully use in their speech? What might you add or do differently to be more successful? Can you apply any of these observations to your speech?

Now taking all the information that you gathered in the previous pages, you are now ready to write out your opening comments.

Crafting a speech - let alone delivering it- can sometimes be intimidating. But let's demystify it, breaking it up into successful component parts with this helpful guide:



1. Introduce yourself. Thoughtfully.

It can be as simple as 'Name, Delegation' and a polite introduction to why you're there, like, 'My esteemed colleagues, I stand with you today to...' but don't underestimate or overlook these few words. Instead, use these words carefully to use Ethos.

2. Introduce the problem or idea in its most-distilled form.

In as few words and in the simplest of terms as possible, tell the audience why you stand before them. This is often a great opportunity to quickly use Logos and a little Pathos.

3. Big Pathos or Big Logos

You've introduced yourself and the topic, now consider your audience carefully and deliver a few of your strongest facts, or otherwise achieve strong Logos, or, introduce an emotional story, or otherwise achieve strong Pathos. Be sure to save a few for your closing remarks.



4. Make the ask.

While your audience is primed, actually ask your audience for support. This can additionally draw on Logos, Ethos or Pathos, but be sure to ask/encourage/implore. It can be quick, like, "This measure is about those 90%. We, as Oregon's representatives, have a unique opportunity to make a difference. I'm asking each of you to join me- and them- in support of this measure."

5) Illustrate a community without their support

Build off of your Logos or Pathos from item 3, and describe the outcome of not supporting your proposal. Put compelling stats or an emotional story directly in the hands of your audience.

6) Strong Outro. Thoughtfully.

This can be simple, but don't overlook it. At a minimum, a strong outro should briefly recap key arguments (or highlight the one with your strongest Logos or Pathos), quickly illustrate the change your measure would make possible, and genuinely thank your audience for supporting this important idea.



Now, put it all together to form an Opening Statement Draft:



Opening Statement Draft (continued)

[Empty rectangular box for text entry]



Week 15 — WORKSHEET: Closing Statement

Your closing statement will serve as the final opportunity for you to convince your audience of your idea, and their final opportunity to make a decision prior to the vote. Do not overlook or underestimate this pivotal opportunity.

Break this speech up into successful component parts with this helpful guide:

1. Re-introduce yourself. Respectfully.

Give your name and delegation. Then be sure to thank everyone, including the chair, for the good debate, and for taking the time to consider and support this important legislation.

2. Re-introduce the problem or idea in its most-distilled form.

In as few words and in the simplest of terms as possible, remind the audience why you stand before them, why the issue is vital and urgent, and why a yes vote is necessary and deserved.



3. Select Responses

Referencing your support document and using the notes you took during debate, select a few (not all) of the points of opposition that your audience seemed most-moved by. Address them with respect. Then, select one or two of the best arguments used in support, and quickly highlight them.

4. A few planned, powerful stats or stories

Considering your audience carefully, achieve strong Logos or pursue strong Pathos by delivering a few of your strongest facts or emotional stories that you saved from your opening remarks.



5) “Zingers”, One-liners, or your most-powerful story

Make sure your best arguments are the last thing your audience considers before they vote. Deliver a few planned, “zingers” or powerful one-liner sentences and/or a call back to a powerful story you delivered.

6) Ask and Appreciate

This can be simple, but don't overlook it. Respectfully ask your audience for their support. Then genuinely thank the chair and your audience (including the opposition) for lively discussion and their support.



Now, put it all together to form a Closing Statement Draft:



Closing Statement Draft (continued)

[Empty rectangular box for text entry]



Week 16 — TIPS: Q&A For Professionals

Pro-Tips for those asking

- Come across curious, not combative: Curiosity builds credibility and attacks can damage your own Ethos. Even if you are asking a pointed, critical question, know that the audience will remember your tone. So be kind and come across curious.
- Respect is power: You'll have more influence by staying calm and respectful. For example, say "Can you help explain how this might affect rural communities?" instead of "Did you even think about rural communities?"
- Think like a lawyer (but a nice one): Well-placed questions can reveal gaps without being hostile. Try asking "What existing laws does this interact with?" or "If passed, how would this law and Article 1 of the constitution interact?"
- Set up your floor speech: If you plan to speak during debate, use your question to plant a key issue. For example, ask about funding, then refer back to the answer in your later speech.
- Avoid theatrical traps, when possible. This often means you shouldn't ask what you already know. If you know something as fact, present it well during the debate section and use Q&A to gather useful information.
- Softballs are strategic: If you support the measure, ask a question that lets the sponsor shine. This helps the audience better understand the impact and makes your support clearer.
- Immediate follow-up questions are only allowed if you had initially asked the chair if the speaker would yield to a specific number of, or "potential series of", questions.
- Watch the room: Listen carefully and avoid repeating previous questions. If someone already asked about cost, ask a related but different follow-up like "What happens if that funding changes?"
- Use your question to represent others: Think about who's not in the room—workers, students, families, specific communities—and raise a question that brings their concerns into the conversation.
- If you're nervous about public speaking, asking simple, clarifying, or friendly questions can be a great first attempt that makes debating or your own measure-presentation easier.



Pro-Tips for those answering

- Treat Every Question as a Gift: Even tough or critical questions are opportunities. Use them to clarify, persuade, or show your knowledge and passion. A strong answer can often win over more votes than a strong speech.
- Take a Breath — Then Answer: You don't have to respond instantly. Take a moment to think, then answer clearly and respectfully. Don't worry: pausing shows you're thoughtful, not unsure.
- Don't Wing It — Own It and flatter: If you don't know the answer, say so with confidence. Try: "That's a great question. I don't have a great answer, but look forward to working with you to find a solution."
- Watch the Clock: You'll only get a few questions. Unless you want to limit questions (and risk an uninformed vote) you should prioritize strong, confident answers over rambling or overexplaining. Your time is your power—use it wisely.
- Read the Room: If a question reveals confusion or concern among delegates, use your answer to calm nerves or clarify big-picture ideas. Listen and adapt.
- Be Gracious, Not Defensive: even if a question seems like a challenge, respond with gratitude and respect. Legislators don't win arguments—they win coalitions. Try, "Thank you for that concern- its to know we both think this is an important enough topic to merit critical thought. Here's how I thought about that..."
- Loop Back to Your Core Message: when possible, instead of *just* giving the yes or no, or factual answer, *quickly* circle your answer back to your key goal to remind your audience "why".
- Support Your Supporters: Ask a friend to lob you a supportive or clarifying question ("softball" or "tee-up"). It gives you another chance to highlight a strength—and you can do the same for them later.



Weeks 21 & 22 — WORKSHEET: Strategy & Reference Guide

Your Strategy and Reference Guide is your go-to resource during the legislative process. Use it to organize your strongest arguments, anticipate tough questions, and stay sharp during opening statements, Q&A, debate, and closing remarks. Fill it out before the conference, keep it close in committee and chamber, and update it as you learn from feedback.

1. Key Facts and Figures

Be ready to respond factually and with confidence to questions during your measure presentation and achieve strong 'Ethos' by being ready with 'Logos'. Record key facts and figures here so they are at your fingertips when you need them. Consider facts or figures that support the problem as you present it, facts and figures that support the solution as you present it, and facts and figures that support your picture of a community with (or without) your solution. Consider and record the source of your information when possible.



2. Important stories, anecdotes, or personal testimony.

Your strongest story or most-impactful testimony should be in either your opening or closing statement. But, any additional items you have make for great and ready-to-use speeches that you might suggest to supportive colleagues. Record them in your Strategy and Reference Guide so you can be sure to have them ready when they can use them the most.



3. Your voice, posture and presence.

Recall the lessons you learned during the Week 22 Public Speaking Tips for Conference. While you should practice those points, it is always helpful to have a written cue, too. Think of volume, tone, pitch and pace, and write down the core reminders you should maintain through your presentation. For example, "Speak up", "Deliver this somber", "Go Slow", etc.

Think of the five c's, as well as your stance, eye contact, facial expression and gestures and write down the core reminders you should maintain through your presentation. For example, "Respect this room", "Stand tall", "Take a breath", etc.



4. Your Opening Statement

Recall the Opening Statement Draft you created from the Opening Statement Worksheet. As you prepare a final draft, think back to the lessons you learned during the Week 22 Public Speaking Tips for Conference. Refine your words to allow you a moment to set your feet and command your space, to set a slower, more deliberate pace, to give space for intentional eye contact, and to deliver key moments with passion and conviction.



5. Your closing statement

Similarly, recall the *Closing Statement Draft* you created from the *Closing Statement Worksheet*. As you prepare a final draft, think back to the lessons you learned during the Week 22 Public Speaking Tips for Conference. Similarly refine your words to allow the final words the chamber hears before the vote is called to be as impactful as possible.



6. Putting it all together.

- Consider a cover sheet that clearly displays your response to question 3 as items to remember during the entire presentation of your measure.
- Consider the next few pages for your opening statement. It can be scripted, but try to give yourself space to circle key words or phrases to deliver, or to highlight important tones. Write “Pause” or “look up” as needed to remind yourself to deliver this well.
- Consider the next few pages to be the key facts and figures from question 1. If you heard quality and critical feedback during practice, it can often serve you well to organize or group these points as responses to the likely objections you’ll hear.
- Consider the next few pages to be the shareable stories, anecdotes, or testimony that you might need to add to your closing statement, or, share with a supportive colleague.
- Lastly, consider the last few pages as the final version of your closing statement, being sure to keep space open in the middle of your statement to record very brief notes that you’ll use for a few, select responses to the most meaningful points of opposition.



RESOURCE: Electronic Resources

YMCA Youth & Government

<https://oregonyouthandgovernment.wildapricot.org/>

Quick Resources for locating Measures

Oregon Revised Statutes

https://www.oregonlegislature.gov/bills_laws/ors/ors_home.html

Oregon Legislative Information System (OLIS)

<https://olis.oregonlegislature.gov>

National Conference of State Legislatures (NCSL)

<https://www.ncsl.org>

Legislative Sites

Legislature, general

<https://www.oregonlegislature.gov/>

House of Representatives

<https://www.oregonlegislature.gov/house>

Senate

<https://www.oregonlegislature.gov/senate>

District finder

<https://www.oregonlegislature.gov/findyourlegislator/leg-districts.html>

Oregon Revised Statutes (ORS)

https://www.oregonlegislature.gov/bills_laws/Pages/ORS.aspx

Oregon State Constitution

https://www.oregonlegislature.gov/bills_laws/Pages/OrConst.aspx



Executive and State Agencies

Governor

<http://www.oregon.gov/gov/pages/index.aspx>

Secretary of State

<http://sos.oregon.gov/Pages/index.aspx>

Attorney General

<https://www.doj.state.or.us/>

State of Oregon

<http://www.oregon.gov/pages/index.aspx>

Department of Agriculture

<http://www.oregon.gov/oda/pages/default.aspx>

Department of Administrative Services

<http://www.oregon.gov/DAS/pages/index.aspx>

Department of Education

<http://www.oregon.gov/ode/pages/default.aspx>

State Board of Education

<http://www.oregon.gov/ode/about-us/stateboard/Pages/default.aspx>

Employment Department

<http://www.oregon.gov/employ/pages/default.aspx>

Department of Fish and Wildlife

<http://www.dfw.state.or.us/>

Gaming Division

<http://www.oregon.gov/OSP/GAMING/pages/index.aspx>

Department of Human Services

<http://www.oregon.gov/DHS/pages/index.aspx>

Higher Education Coordinating Commission

<http://www.oregon.gov/highered/pages/index.aspx>

Civil Rights Division

<http://www.oregon.gov/BOLI/CRD/pages/index.aspx>



Bureau of Labor and Industries

<http://www.oregon.gov/BOLI/pages/index.aspx>

Department of Consumer and Business Services

<http://www.oregon.gov/DCBS/pages/index.aspx>

Oregon Liquor Control Commission

<http://www.oregon.gov/OLCC/pages/index.aspx>

Oregon Lottery

<https://www.oregonlottery.org/about/>

Department of Transportation

<http://www.oregon.gov/ODOT/Pages/index.aspx>

Oregon Government Ethics Commission

<http://www.oregon.gov/ogec/pages/index.aspx>

Corporation Division Public Records

<http://sos.oregon.gov/business/Pages/corporation-division-public-records-online.aspx>

Criminal Justice Commission

<http://www.oregon.gov/v3replaced/Pages/index.aspx>

Supreme Court

<http://www.courts.oregon.gov/Supreme/Pages/index.aspx>



RESOURCE: Measure Writing Checklist

Before submitting, make sure your measure checks these boxes:

General/Formatting

- Maintains the formatting provided in the Measure Drafting Guide example measures (double-spaced, numbered lines, introductory language, etc.)
- Is the correct measure type
- Has a subject matter that is consistent with the measure type
- Has only one subject matter.
- Has not less than two, or more than three sponsors.
- Has a "Relating to" clause that accurately expresses the subject matter.
 - The "relating to" clause is designed to quickly express the topic of your measure. Note that all "relating to" clause examples are less than 10 words.
- Is divided into appropriate sections. (Note: there is not a specific number of sections you must have - if you need less or more than the sample provides, you will need to add or delete them.)
 - Contains (only) clear and appropriate definitions, if necessary.
 - Definitions must be included in Section 1 of a Bill For An Act that is not amending an existing Oregon statute.
 - Legislation should define key subjects or terms specifically used in the measure or should point to existing definitions used in the Oregon Revised Statutes. However, legislation should not define generally accepted terms or words that have no considerable effect on the understanding or implementation of the measure.
- If amending: The matter to be deleted is [bracketed]. The matter to be added is underlined.



Research/Preparation

- Solution proposed in the legislation is related and appropriate to the problem
- Solution is thorough and clear
- Financial Impact is clear
- Funding Mechanism or source of income and collection is provided, if necessary
- Administration of any disbursement of funds is provided

Clarity

- Is brief, simple, and consistent with its purpose.
- The purpose of the measure is clear – i.e.; what will happen if it is enacted
- Uses concise, everyday language.
- Title accurately expresses subject matter.
- The title of the measure does not editorialize or mislead
- Any conditions placed on the application of the measure are clear (exceptions, limitations); use “if” at the start of the sentence
- Early sections contain the major part of what you want the measure to do
- The last section contains the enactment clause, if necessary
- Method of penalty is clear, if necessary, and fits the crime

Feasibility

- Conforms to the Oregon and U.S. constitution.
- Measure resolves problem in a reasonable way
- Administration of measure’s requirements are clear and appropriate - who is responsible
- Includes an effective date, if needed, that is clearly stated and considers how long it will realistically take to follow all the specifications you have outlined. Unless otherwise stipulated, measures automatically go into effect on January 1 of the following year. 90 days is the earliest a measure can go into effect unless an emergency clause is included, in which case the measure cannot impose a tax or appropriate expenditures. On rare occasions, complex measures might have both an enactment date and an effective date.

Relevance

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



RESOURCE: Possible Measure Topics

In this helpful resource, you should expect to find a (non-exhaustive) list of potential measure topics, grouped thematically.

Legal and Social Issues

- Oregon should raise/lower the minimum drinking age to ____.
- Increase the age to receive a driver's license to ____.
- Establish a maximum age to receive a driver's license at ____.
- The _____ should be implemented for the death penalty.
- Oregon will abolish the death penalty.
- Prostitution/gambling/road racing/cloning/etc should be legalized.
- Oregon should implement Stand Your Ground or Castle Doctrine.
- Ban the sale of firearms online.
- Ban tattoos and body piercings for anyone under the age of ____.
- Ban the sale of E-cigarettes or vapes.
- Banning forced animal enclosures with public admissions (zoos, aquariums, etc)
- Banning the breeding of dogs in Oregon.
- Promote animal rescue by banning the sale of dogs and cats in Oregon.

Voting and Legislature

- State legislators may only serve ____ terms in office.
- Legislators will not be paid for their time if they go into extended session.
- Supreme Court Justices may only serve _____ years on the bench.
- Restore all voting rights to felons.
- Lower the voting age to 16.
- Ranked choice voting will be implemented for all statewide elections.
- Establishing limits for total political campaign expenditures.

Educational Topics

- All public middle and high school students should be drug tested if participating in school sports.
- Mandatory concussion testing for all student athletes.
- College sports players should be paid for playing their sport.
- School uniforms should be mandatory in public schools.
- Cultural Competency courses should be mandatory to graduate from public high school.
- Free in-state college tuition for Oregon residents.
- All public schools will be able to require a student to repeat a class if they do not pass.
- School credit for participation in an out-of-school civics engagement program.
- Provide mental health resources and counseling services in all high schools.



- Offer more vocational and technical training programs in high schools.
- Increase funding for arts and extracurricular programs in schools.
- Expand career exploration and internship opportunities for high school students.
- Ensure that all high schools have comprehensive college and career readiness programs.
- Allow students to vote on school policies and changes.
- Introduce financial literacy courses as a graduation requirement.
- The school week should be extended to include Saturdays if school days are shortened.
- Metal detectors in all public high schools.
- Corporal punishment would be reintroduced into public schools.
- Banning or incentivizing military recruitment on public high school property.

Public Safety and Health

- Ban smoking in vehicles.
- Free birth control/condom distribution in public middle/high schools.
- Free HIV testing available in all public high schools.
- Those receiving state assistance should be drug tested randomly/do community service hours.
- Mandatory recycling programs in all public schools.
- All public school sports must have a doctor on site during games.
- All public schools should have closed-circuit cameras in all classrooms.
- Cell phones are illegal for anyone under the age of ____.
- All public-facing law enforcement personnel are required to wear body-cameras.
- Public review boards for all officer-involved shootings resulting in a death.
- Creating a fund for the State of Oregon to actively manage a portfolio of low-income housing.
- Increase tax credits for low-income housing development.
- A joint memorial calling on the Indian Health Services to improve the standard of care in Oregon.

Transportation and Environment

- The highway speed limit should be changed to ____ mph.
- All Oregon State Counties will require vehicle emission testing.
- Creating a state fund to provide additional tax-credits for EV purchases.
- Driver's licenses should be revoked for one year for individuals found guilty of littering.
- Create a student-led initiative to address climate change and sustainability in schools.

Resources for possible measure ideas:

www.procon.org
www.debate.org
www.ballotpedia.org
www.ncsl.org
www.pewresearch.org



RESOURCE: State Officer Corps

Below is a list of all of the elected *Statewide* officer positions for the YMCA Youth & Government program. *Positions marked with an asterisk are open to first-year delegates.*

Office of the Youth Governor:

Youth Governor
Chief of Staff

Senate:

President of the Senate
Clerk of the Senate
Sergeant at Arms of the Senate (2)*

House of Representatives:

Speaker of the House
Clerk of the House
Sergeant at Arms of the House (2)*

Media

Editor-in-Chief

Other

Committee Chairs
Roundtable Leader

All delegates wishing to run for office must file a Declaration of Candidacy by the deadline date specified in the current calendar. Qualifications for office must be upheld throughout the elected term. Failure to maintain qualifications will result in removal from the ballot or office under 6.5 of the Election Rules.



YMCA Youth and Government

Position Description: Governor

The Role:

As the principal youth leader, the Governor will be responsible for ensuring programmatic excellence for the Oregon YMCA's Youth and Government program and ensuring meaningful and engaging experiences for all program participants. The Governor will help coordinate, organize, and manage strategy and goal-setting for the Youth Legislative Conference, its preceding pre-legislative conference, and related programming. The Governor will be an ex-officio member and active leader on the Youth and Government Program Committee.

Required Qualifications

Candidates for Governor must:

- Have attended at least one prior Youth Legislative Conference.
- Attend and often lead all training events for Legislative Leaders.
- Attend and lead the Pre-legislative and Legislative conferences in full.
- Serve as an ex-officio member of the Program Committee of the Oregon YMCA Youth and Government Program during the succeeding year, demonstrating a meaningful effort for full attendance.
- Attend the National Conference of YMCA Youth Governors and participate in Youth Governor-focused national events.

Description of a successful candidate

Candidates for Governor should:

- Possess maturity, good judgment, knowledge of public affairs, and a talent for public speaking.
- Be the pinnacle of Y Core Values.

Key Responsibilities and Expectations:

Successful candidates for Governor will be expected to:

- Serve as a role model for program participants, provide leadership and guidance to the entire Youth and Government program, and collaborate with other elected officials, committee members, and advisors to ensure the success of all program activities.
- Be familiar with the content of all proposed legislation.
- Sign or veto each bill passed by the Legislature, or allow it to become law without signature.
- Actively work to build the program, leading the development and implementation of strategic plans and initiatives to advance the goals of the Youth and Government program, including efforts to increase participation, enhance program quality, and promote diversity and inclusion.
- Represent the Youth and Government program at community events, meetings with stakeholders, and other relevant forums, advocating for the program's mission and goals.
- Deliver the inaugural address to the Opening Joint Session.
- Deliver the closing address at the Closing Joint Session.
- Preside over the Youth Governor's Banquet.



YMCA Youth and Government
**Position Description: Presiding Officers – Speaker of the House &
President of the Senate**

The Role:

As ranking leaders in Youth and Government, the Speaker of the House and President of the Senate will be responsible for ensuring legislative excellence within the esteemed chambers of the House & Senate as well as meaningful and engaging experiences for all Representatives and Senators. The Presiding Officers will preside over House & Senate proceedings, preserve order and decorum, and facilitate active and civil participation.

Required Qualifications:

Candidates for Presiding Officer must:

- Have attended at least one prior Youth Legislative Conference
- Attend and often lead all training events for Legislative Leaders.
- Attend and lead the Pre-legislative and Legislative conferences in full

Description of a successful candidate

Candidates for Presiding Officer should:

- Possess poise, mental alertness, patience, and a thorough knowledge of parliamentary procedure.
- Demonstrate the ability to conduct difficult, challenging, or uncomfortable conversations.
- Be comfortable and confident with the use of technology.
- Be a great example of YMCA core values.

Key Responsibilities and Expectations:

Successful candidates for Presiding Officer will be expected to:

- Serve as a role model for program participants.
- Actively work to build the program, helping to grow both delegates and delegations.
- Preside over all House & Senate docket committee sessions per the Standing Rules of Procedure.
- Coordinate with legislative committees.
- Preside at Joint Sessions of the Legislature.
- Preside over the Legislator's Dinner.
- Preserve order and decorum in the House & Senate chambers
- Preside over House & Senate proceedings, recognizing members who wish to speak on the floor
- Rule on questions of procedure
- Manage the legislative docket and procedural calendar for each legislative day



YMCA Youth and Government

Position Description: Clerk of the House/Senate

The Role:

As an elected leader in Youth and Government, the Clerk of the House/Senate plays a crucial role in guiding the legislative process during the legislative conference. They serve as the administrative backbone, ensuring smooth and efficient proceedings and timely and accurate record-keeping, and act as the first and primary resource to the Presiding Officers.

Required Qualifications:

Candidates for Clerk of the House/Senate must:

- Attend all training events for Legislative Leaders.
- Attend in full and show leadership at the Legislative Conference, with absences requiring prior approval no later than the Pre-Legislative Conference.

Description of a successful candidate

Candidates for Clerk of the House/Senate should:

- Be outstanding readers, confident speakers, and possess great organizational skills with attention to detail.
- Be comfortable and confident with the use of technology.
- Be a great example of YMCA core values.

Key Responsibilities and Expectations:

Successful candidates for Clerk of the House/Senate will be expected to:

- Serve as a role model for program participants.
- Maintain chamber attendance with regular roll calls.
- Communicate essential information to legislators, including bill summaries, amendments, procedural updates, or items brought before the chamber, as requested.
- Act as the chief custodian of all official documents of the House or Senate, keeping track of proposed bills, amendments, and their progress.
- With the presiding Officer's discretion, receive and place legislation on the official docket as it comes out of committee or from the other chamber of the Legislature.
- Assist the Presiding Officers by managing documents, distributing materials, and maintaining order during sessions.
- Arrive early to chambers to set up materials, distribute agendas, and ensure all necessary documents are in place.



YMCA Youth and Government

Position Description: Sergeant-at-Arms of the House/Senate

The Role:

As an elected leader in Youth and Government, the Sergeant at Arms holds a critical position within the legislative conference, ensuring order, decorum, and protocol. The Sergeant at Arms maintains order during sessions, monitors communications and activities in the chambers, and enforces rules and procedures. They are the primary authority to ensure a safe environment and uphold chamber decorum.

Required Qualifications:

Candidates for Sergeant-at-Arms must:

- Attend all training events for Legislative Leaders.
- Attend in full and show leadership at the Legislative Conference, with absences requiring prior approval no later than the Pre-Legislative Conference.

Description of a successful candidate

Candidates for Sergeant-at-Arms should:

- Possess good people skills and be capable of handling large groups of persons maturely and thoughtfully.
- Express a willingness and ability to enforce the rules and procedures of their respective chamber, the Youth and Government Program, and the YMCA.
- Be comfortable and confident with the use of technology.
- Be a great example of YMCA core values

Key Responsibilities and Expectations:

Successful candidates for Sergeant-at-Arms will be expected to:

- Serve as a role model for program participants.
- Maintain chamber decorum by enforcing rules and procedures, managing disruptions with authority and civility, and ensuring that all participants adhere to established guidelines.
- Encourage active and meaningful participation on the floor.
- Work closely with the Presiding Officers to oversee the management of the chambers, including managing access to the floor, monitoring for unauthorized activities, and addressing any concerns or incidents that may arise.
- Maintain order, decorum, and cleanliness in their chamber and at all official legislative gatherings.
- Permit only persons bearing appropriate floor passes to be on Chamber floors, aiding and assisting the direction of all alternates, observers, and visitors to the galleries, and escorting and guiding guests during special sessions.
- Help ensure that the use of any approved electronic devices are used for official Youth and Government business only
- Assist the Presiding Officer in facilitating the vote procedures by ensuring Quorum, calling for the vote, and supporting the count as necessary.



YMCA Youth and Government Position Description: Committee Chairperson

The Role:

As an elected leader in Youth and Government, a Committee Chairperson holds a pivotal position within the legislative conference, overseeing committee activities and ensuring their effective functioning. Acting as the presiding officer of committee sessions, Committee Chairpersons constantly display leadership, coordination, and communication.

Required Qualifications:

Candidates for Youth Committee Chairperson must:

- Have attended at least one prior Legislative Conference.
- Attend all training events for Legislative Leaders.
- Attend in full and show leadership at the Legislative Conference, with absences requiring prior approval no later than the Pre-Legislative Conference.

Description of a successful candidate

Candidates for Committee Chairperson should:

- Be experienced at presiding over meetings and capable of motivating and guiding large discussion groups with maturity.
- Demonstrate the ability to conduct difficult, challenging or uncomfortable conversations.
- Possess patience, understanding, and coaching skills, as well as knowledge of, and willingness and ability to use, the Standing Rules of Procedure.
- Be good examples of YMCA core values.

Key Responsibilities and Expectations:

Successful candidates for Committee Chairperson will be expected to:

- Serve as a role model for program participants.
- Preside over all committee meetings per the Standing Rules of Procedure.
- Facilitate discussions within the committee to ensure that all members have an opportunity to participate and contribute their perspectives to the legislative process.
- Work closely with committee members to develop and refine legislative proposals, amendments, and other documents, promoting collaboration and consensus-building among diverse viewpoints.
- Efficiently and effectively communicate committee actions to respective chambers.
- Attend House/Senate docket committee meetings.



YMCA Youth and Government

Position Description: Chief of Staff | Office of the Governor

The Role:

As an appointed leader within the Office of the Governor, the Chief of Staff plays a vital role in supporting the Governor in the execution of their duties and responsibilities. The Chief of Staff oversees the day-to-day operations of the Governor's office, providing scheduling and administrative support, supporting special communications, the Governor's legislative review, and general coordination to ensure the effective operation of the office. This leadership role is an un-elected position within the executive branch, selected by the Youth Governor with the advise and consent of the Program Committee.

Required Qualifications:

Nominees for Chief of Staff | Officer of the Governor must:

- Attend all training events for Legislative Leaders.
- Attend in full and show leadership at the Legislative Conference, with absences requiring prior approval no later than the Pre-Legislative Conference.

Description of a successful candidate

Nominees for Chief of Staff | Officer of the Governor should:

- Demonstrate exceptional leadership, organizational, and interpersonal skills.
- Possess a strong understanding of the Youth and Government program, its mission, goals, and operations.
- Exhibit sound judgment, discretion, and integrity in handling sensitive information and making decisions on behalf of the Youth Governor.
- Be proactive, resourceful, and adaptable, with the ability to manage multiple priorities and navigate complex challenges effectively.
- Serve as a positive role model for program participants, embodying the values of the YMCA and promoting inclusivity, diversity, and equity.

Key Responsibilities and Expectations:

Successful Nominees for Chief of Staff | Officer of the Governor will be expected to:

- Manage the scheduling and coordination of appointments, meetings, and events for the Youth Governor, ensuring that all commitments are met in a timely and efficient manner.
- Oversee the day-to-day operations of the Governor's office, including administrative tasks, correspondence, and information management.
- Assist in the development and dissemination of gubernatorial communications, including press releases, statements, and other public announcements.
- Serve as a liaison between the Governor's office and other program leaders, elected officials, and external stakeholders, fostering collaboration and communication to advance program goals.
- Prepare a legislative review for the Governor that highlights key goals and obstacles of each bill. At the direction of the Governor, observe and report back key legislative discussions.



YMCA Youth and Government **Position Description: Roundtable Leader**

The Role:

As special leaders in Youth and Government via Gubernatorial Appointment, Roundtable Leaders play an integral role in ensuring the safe and meaningful experience of all Legislative Conference Delegates. With direction and support from the Governor, Roundtable Leaders provide a daily conversation with Legislative Conference Delegates, providing safe spaces for constructive feedback and expressions of feelings and emotions the conference may bring about. They also facilitate discussions on pertinent topics, fostering inclusivity and promoting active participation among delegates.

Required Qualifications:

Nominees for Roundtable Leader must:

- Have attended at least one prior Legislative Conference.
- Attend all training events for Legislative Leaders.
- Attend in full and show leadership at the Legislative Conference, with absences requiring prior approval no later than the Pre-Legislative Conference.

Description of a successful candidate

Nominees for Roundtable Leader should:

- Be experienced at equitably guiding discussions with patience and understanding.
- Be practiced in promoting participation and fostering inclusivity.
- Demonstrate strong interpersonal skills, empathy, and the ability to create a supportive environment where delegates feel comfortable expressing their opinions.
- Exhibit leadership qualities such as reliability, adaptability, and a willingness to take initiative.
- Be a good example of YMCA core values.

Key Responsibilities and Expectations:

Successful candidates for Roundtable Leader will be expected to:

- Facilitate daily roundtable meetings with Legislative Conference Delegates, following guidelines provided by the Governor.
- Report back to the Governor on key items from the discussion, feedback, and any emerging themes or issues raised during roundtable meetings.
- Create a supportive and inclusive environment where delegates feel encouraged to share their thoughts, experiences, and concerns.
- Encourage active participation and respectful dialogue among delegates, ensuring that all voices are heard and valued.
- Serve as a role model for program participants, demonstrating integrity, empathy, and a commitment to fostering positive relationships within the Youth and Government community.
- Collaborate with other program leaders and advisors to address any challenges or concerns that may arise during the conference and work towards finding constructive solutions.



YMCA Youth and Government

Position Description: Editor-in-Chief

The Role:

As the elected Editor-in-Chief, you will serve as the chief editor and leader of the Youth and Government Media Program, overseeing all aspects of its operation. You will be responsible for ensuring the quality, integrity, and relevance of all media content produced by the program, including printed materials, digital publications, social media, and multimedia projects. Additionally, you will work closely with other program leaders to promote awareness of Youth and Government initiatives and engage program participants through media channels.

Required Qualifications:

Candidates for Editor-in-Chief must:

- Have attended at least one prior Legislative Conference.
- Attend and actively participate in all Youth and Government Media Program events, including conferences, workshops, and meetings.

Description of a successful candidate:

Candidates for Editor-in-Chief should:

- Demonstrate strong leadership skills and a vision for the role of media in promoting civic engagement among youth, with the ability to collaborate with a diverse team of reporters, editors, and advisors.
- Demonstrate excellent communication and organizational abilities, with a keen eye for detail.
- Display proficiency in various forms of media production, including writing, editing, photography, videography, and graphic design.
- Model a passion for independent journalism, storytelling, and the democratic process.
- Be a good example of YMCA core values.

Key Responsibilities and Expectations:

Successful candidates for Editor-in-Chief will be expected to:

- Lead the planning, development, and execution of media content (such as newsletters, social media posts, podcasts, and more) for the Youth And Government program. During the Legislative Conference, oversee the production of a daily newsletter in the media format best suited for the time and audience.
- Manage the production schedule and deadlines for media projects, ensuring timely delivery of high-quality content.
- Oversee the recruitment, training, and mentorship of reporters and contributors, providing guidance and support to help them develop their skills and talents.
- Collaborate with program leaders, advisors, and external partners to identify opportunities for media coverage and promote the achievements and activities of Youth and Government participants.
- Uphold the principles of journalistic integrity, accuracy, and fairness in all media content produced by the program.
- Represent the Youth and Government Media Program at conferences, events, and community outreach activities, serving as an ambassador for the program and its mission.



RESOURCE: GLOSSARY OF TERMS

The following terms are some you will need to know in order to be successful for the annual State Conference.

Act

A Bill for an Act signed into law.

Adjourn

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

Sine Die

(Commonly pronounced as "Sign-nee-dye") To conclude a regular or special session without setting a day to reconvene.

Amend

To modify, delete or add to a proposal.

Amendment

Any change in a measure, resolution, or memorial. Amendments can be amended.

Appeal the decision of the Chair

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

At ease

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

Bicameral

Composed of two chambers or two legislative bodies.

Bill

A proposed law presented to the Legislature for consideration.

Call to Order

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



Capitol Campus

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

Caucus

Groups of legislators who come together to pursue shared goals.

Chamber

Official hall for the meeting of a legislative body.

Clerk

Elected person to communicate and record the official actions of chamber.

Committee

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

Constitutional Majority

A (50%+1) majority of those members elected to either the Senate or the House.

Co-sponsor

Typically two persons proposing any document, including a measure.

Debatable

Open for discussion or argument.

Debate

Discussion of a matter following parliamentary rules.

Docket

A list or schedule of pending business/measures to be heard.

Docket Committee

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

Effective Date

Unless otherwise stipulated, measures automatically go into effect on January 1 of the following year.

Executive Order

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



Floor of House/Senate

The actual floor space, committed primarily to legislators desks, on which the business of the Legislature is conducted.

Gallery

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

Governor

The chief executive officer of the state.

House of Representatives

Lower chamber of our two-body legislature.

Legislator

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

Legislature

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

Lobbyist

A person who tries to get legislators to introduce or vote for measures favorable and against measures unfavorable to an interest that they represent.

Motion

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

Motion to Reconsider

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

Move

A formal request for action.

Order of Business

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

Originating Chamber

The chamber (House or Senate) in which a measure receives its first reading. This is generally tied to the chamber of the Primary Sponsor.

ORS

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



Passage of Measure

The act of passing a measure by either or both houses of the Legislature.

Pocket Veto

A Governor's effective passage of a measure without signature, often used to demonstrate reservations, but generally defer to the Legislature.

Point of Order

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

President

Presiding officer of the Senate

President Pro Tempore

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

Primary Sponsor

The originator or first name on a measure that has been introduced. The chamber this sponsor serves in becomes the measure's "originating chamber".

Proponent

Legislator introducing and taking responsibility for the measure/motion being debated in committee or either house.

Quorum

Required to vote. Two thirds of members of the group concerned.

Rescind

To take back.

Secondary Sponsor

The second name on a measure that has been introduced.

Senate

Upper chamber of our two-body legislature.

Sergeant At Arms

Elected Officer(s) that enforce protocol of the House or Senate.

Session

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



Sine Die

To conclude a regular session or special session without setting a day to reconvene. The acceptable Latin pronunciation is, 'see-nay de-ay', while the acceptable and common pronunciation is, 'sai-nee-die'.

Speaker

Presiding officer of the House of Representatives.

Table

(Formally: "To Lay on the Table") To set aside a matter or measure for possible consideration at a future date.

Veto

A Governor's rejection of a measure. To pass a measure over a Governor's veto takes a two-thirds vote of both houses and is known as overriding a veto.

Withdraw a Motion

To recall or remove a motion according to parliamentary procedure.

Yield

To relinquish the floor of the House or Senate to the chair, or to convey to the chair a willingness to receive a direct question from a fellow legislator.

