



# TEACHING & COACHING

## STUDENT CONGRESS

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# PROLOGUE

## TEACHING & COACHING STUDENT CONGRESS

*Teaching & Coaching Student Congress* is designed to help teachers understand and teach Student Congress procedures. The two types of information presented in this book concern what to teach and how to teach. An outline, to summarize the text and to help in presenting ideas to students, precedes each chapter. The lectures and activities have been designed to enhance the learning process, support the content, and provide students with experience in executing student congress procedures.

### **Text organization**

The text is organized chronologically and assumes the reader has little or no familiarity with student congress. It will, however, be useful in providing new ways for a teacher with experience in this subject to teach a familiar event. As the book develops, each concept builds on the previous concepts. Teachers with more experience will want to give more concentration to the later chapters, using the orientation chapters for a review of the basics.

The nature and history of Student Congress, as well as specific congressional terms, are introduced and explained in Chapter 1. Chapter 2 discusses the development of arguments. Where do ideas come from, and what techniques are available to refine your arguments? Student Congress speaking topics, such as the organization of the message, content analysis, delivery techniques, critique option, are discussed in Chapter 3. This chapter also describes a number of systems to use in analyzing student speeches. More importantly, this chapter explores methods with which to critique presentations. A clear understanding of how to evaluate student presentations is a vital step in improving performance and motivating students.

Chapter 4 provides a structure for student congress research. It contains concepts and activities to help teach students about research methods and goals. Chapter 5 introduces and describes parliamentary procedure. Various types of motions and processes are defined. Exercises are available to supply student with practical experience in using parliamentary procedure.

Chapter 6 discusses the role of the presiding officer in the student congress process. An effective mix of lecture and activity helps clarify these ideas. Chapter 7 takes a unique look at how students can apply cross-examination to student congress. Chapter 8 focuses on helping students control their verbal and nonverbal messages. This chapter offers techniques for assisting students in presenting themselves well in student congress. Chapter 9 explains the teacher's role at student congress, and Chapter 10 offers suggestions and activities to develop teaching skills.

### **Special features**

Special features include an emphasis on preparation. Long-term growth is a goal of this text. Activities focusing on building positive teaching habits are provided. The goal of *Teaching & Coaching Student Congress* is to improve instruction. The chapter outlines serve as lecture notes. Activities for students and teachers provide information that teaches you how to teach.

### **Event description**

Student congress is an event that does not occur all year long or even during a significant part of the year. It offers students an opportunity to experience communication competition in a unique way. The event is a mock legislature in which bills and resolutions are debated. Adults nominate possible winners and students select winners from those possibilities. The overtly political structure of congress forces students to communicate in a more conversational manner.

They learn about current and controversial issues because the legislation concerns real world issues. Group process is experienced through the use of committees and the structure of parliamentary procedure. Student congress is a blend of extemporaneous speaking, listening, and cross-examination. *Teaching Student Congress* pulls these threads together to offer you a clear vision of how to teach the event.

## **Competition and classroom**

Teaching student congress requires flexibility. It can be done as either a classroom exercise or a competitive event. Both options initially force the same things; the only difference is the time invested. Competition requires more time, but the non-competitive mode is often harder for students. They need the motivation of the competition to peak their interest. The classroom approach has the advantage of less pressure. The focus on its non-competitive environment is more of a learning mode. Complexity in the competitive mode means that, as a teacher, you have to work harder to earn credibility versus the opposition. The first decision is to select one of these two options.

Regardless of the approach, it is necessary to have a plan. Take time to consider different ways to organize the instruction. What is your goal for the students? How can you program the learning to reach that objective? Organization refers to the structure of practice sessions and overall preparation that you follow.

## **Practice sessions**

Practice organization varies according to where you are in the preparation process. A structure for each rehearsal, however, helps the student feel secure about their learning. They can focus on understanding without worrying about what may happen in the session.

Each session starts with goal identification and a preview of that day's concept. What idea are you trying to get the students to understand? For each practice, boil your goal into a single statement, such as "At the end of the practice, I want the students to understand...." Or, you might start with the question, "What is student congress?" Your goal is to create student understanding about the nature of student congress.

Secondly, involve the students in an activity or a game to illustrate the concept. Videotape from C-Span on the Gulf War debate might serve as an effective activity. Thirdly, follow the activity with a lecture and discussion about the nature of student congress. Using examples from the videotape, identify the key elements of student congress. The terms handout in Chapter 1 serves as a written summary of your notes. The final step is to review the thesis of the lesson. The practice session structure includes goals and previews, activities, lecture and discussion materials, and a review and summary of the key concepts.

## **Overall preparation**

The overall preparation process varies based on the type of congress, the amount of time available, and other local conditions. You have several options. The first possibility is to follow the book's organization. This approach has the advantage of building consistency and encouraging complete coverage of the material. It works best for the novice instructor because it provides a greater sense of security in dealing with both the students and the materials. Take the students through a chapter in the course of a week. The time can be compressed from a nine-week period to a six-week period by taking a quicker look at the orientation materials and giving more attention to the technical material in the later chapters. Another strategy is to organize the instruction by function. What does the student need to know in order to participate in the event? Lessons can focus around those immediate needs. This pattern focuses on the bare bones information needed for a competitive mode. The steps for this functional system follows:

1. Prepare a rough draft for legislation. Explain the pro/con file. Rough legislation refers to a preliminary idea or a concept that eventually becomes a bill or resolution. The pro/con file is a subject index of all legislation with information supporting and attacking each piece of legislation.
2. Prepare authorship speeches. Send legislation to the contest director. Request legislation from the contest director. An authorship speech is the initial presentation justifying its adoption. At this point, collect final copies of your students' legislation to mail to the contest director. At the same time, request firmly that the contest director send the legislation generated by the other schools participating in the contest.
3. Study presiding officer duties and parliamentary procedure. Using the legislation your students have generated, introduce the students to the role of the presiding officer and the basics of parliamentary procedure. The purpose of these techniques is to organize and control the flow of business. It provides a method for resolving conflicts and deciding issues.
4. Work on cross-examination. Cross-examination refers to asking and responding to questions. Using your students' legislation, instruct the students to develop possible questions and potential answers.
5. Research all legislation for the event. Prepare the pro/con file with questions. Once the contest director has sent the legislation from the other schools, instruct the students to prepare arguments for and against each piece of legislation. Insist on complete research.
6. Practice authorship speeches. Your responsibility is to critique each speech. The first goal is to provide specific suggestions that improve the content and the delivery of the presentation. The second goal is to motivate each student to do his or her best.
7. Practice congress sessions. Finish all written work. Insist that the students finish the final draft of their authorship speech and the pro/con file at this point. Set up a practice congress in which the students practice all the pieces of the event. As the practice continues, stop the students and offer critical suggestions.
8. Post event evaluations and follow-up activities. After the congress is over, analyze the reasons students failed or succeeded. Which preparation steps went well and why? Examine what failed and why. Develop activities and or lectures to improve weaknesses and highlight strengths.

As you work through each step, the students need a concise explanation of what to do. The book provides these ideas. Time can be compressed into a six week pattern. It can be done in less time but only with students that are familiar with congress. Novices need more time.

Local conditions, the time available, and the type of congress for which you are preparing are key variables in choosing a particular teaching strategy. Take time to consider all the issue before you start teaching the unit. Constantly, evaluate how the students are responding, and adjust the instruction and the time to respond to that feedback.

## **Summary**

Student congress is an opportunity to apply communication principles to a legislative context. This event helps students understand the practical value of their communication abilities. Chapter 1 introduces you to the nature of student congress, its terms and general processes. You can't teach the event, if you don't fully understand it. Chapter 1 is the initial step in that understanding.

# CHAPTER OUTLINE

## CONTENT IN STUDENT CONGRESS

### 1) BILLS AND RESOLUTIONS

#### A) Purpose

- I) A basis of argument in congress
- II) Propositions of policy and value that students use as the subject of their deliberations

#### B) Definition of a resolution

- I) Statement of values the author wants the assembly to confirm
- II) Identification by locating “Whereas clauses”.

#### C) Definition of a bill

- I) A statement of potential policy
- II) A list of actions the author wants the assembly to support

#### D) Format - Clear title and list of numbers on the left side for amendments

### 2) AMENDMENT INSTRUCTION FOR STUDENTS

#### A) Purpose – addition of ideas to a bill or resolutions to satisfy the assembly

#### B) Format

- I) Sections to be changed by referring to the line numbers on the left
- II) Description of the change to the assembly
- III) Return of the amendment form to the presiding officer
- IV) Presentation of speech justifying the reasons for the amendment
- V) One-third second necessary
- VI) Precedence before the main motion
- VII) Relevance to the original legislation

- C) Political aspects of amendments
  - I) More speaking opportunities
  - II) Defusing legislative logjams
  - III) Ensuring availability of one-third second
  - IV) Preparation for authoring the amendment.
  - V) Avoidance of attention devices

3) CREATING BILLS AND RESOLUTIONS - POSSIBLE TEACHING APPROACHES

- A) Current public issues with sufficient information available
- B) Brainstorm session for possible solutions
- C) Selection of and research for a likely subject for the legislation
- D) Rough draft
- E) Anticipation of and counter attack for likely objections to the legislation
- F) A final copy
- G) Authorship speech

## CHAPTER TWO

# CONTENT IN STUDENT CONGRESS

Bills and resolutions are the central focus of the deliberative process. They provide the material for the debate. This chapter provides information about the construction of bills and resolutions, as well as guidance for presenting the information to the students.

### **Legislation defined**

A bill is a statement of potential policy. It is a proposition of policy that offers a limited approach to a particular problem. It lists action that the author wants the assembly to affirm. Each bill must identify a specific purpose. It should have specific details and clear limitations of the proposed actions. Several bill samples have been included at the end of this chapter. As the students study each bill, describe these attributes so they can see in practical terms what a bill looks like.

A resolution is a statement of value. It is a proposition of value. A clear characteristic of the resolution is the “whereas clause.” These statements are the premises or the reasons why the resolution’s author wants the assembly to adopt that sentiment or belief. The resolution basically says that the assembly believes or does not believe in a particular thing. It expresses a feeling.

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### **PEDAGOGICAL PRACTICE**

Give the students a stack of legislation and have them classify the material into two stacks based on the definition of a bill and a resolution. Require each student to justify their definition of each piece of legislation as a bill or a resolution.

It is critical that you focus the students on the need to justify their decision. The students, when in congress, must be able to delineate the proper format and evaluate a piece of the legislation on the spot. Bills and resolutions, improperly drawn, should be sent back for revision. If the student can spot a defective bill or resolution, the parliamentarian will be impressed.

Many times the parliamentarian will deliberately place a few incorrect pieces of legislation on the docket. It is the student’s job to find the error. Do the same thing in class. Pass out five pieces of legislation with errors planted in them. Ask the students to find the error and provide a justification for their selection.

Common mistakes in legislation include unclear title, poor grammar, weak typing, and no numbers listed on the left side of the legislation. The numbers are used to locate amendments on the legislation. These changes are described in the next section. Several exercises are located at the end of the chapter to assist you in teaching this idea.

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### **Amendment definition**

Amendments are changes made to the legislation. The bill or resolution can be changed in three ways: deletion, substitution, or addition. Deletion means that some portion of the legislation is removed. It could be a date, a sentence, an amount, or a whole section. Substitution refers to the replacement of one provision with different wording. Addition is new proposal that adds to the legislation without eliminating or replacing a provision.

The assembly uses these amendments to modify the original legislation. These modifications help build consensus on that particular bill or resolution. The following is one way to describe the idea:

Let's say the congress favors allocating money for AIDS research. The original bill proposes to spend "X" amount. The assembly might feel that "X" is too much. An amendment could be offered to reduce the amount of the award to "Y." The body discusses the new amount and agrees to adopt the amendment. The legislation finds a consensus on the new amount. This accommodation influences the congress to accept the bill. Deletion or addition might accomplish the same purpose as illustrated above. Remind the students that they may combine the three techniques. The key principle is that amendments are used to modify legislation. These changes build or deny support for a particular piece of legislation.

### **Amendment uses**

Students need to understand when it is appropriate to use an amendment. Discuss the purpose for the amendment, and point out several considerations they should be aware of before the motion to amend is made. Amendments are offered to untangle or overcome objections to a piece of legislation. As the previous example indicates, the congressperson must decide, based on the discussion and their observations, what amendment is needed. They must consider the possibility that no amendment will work.

The amendment gives the author of the amendment additional speaking opportunities. The congressperson must have comments prepared for the amendment speech. Find out if a one-third second is available. This second means that one-third of the assembly is willing to consider an amendment. It is required, but even more important, there must be sufficient support to discuss the amendment. The second may or may not mean that the seconders are in favor the amendment. They may provide the second as a courtesy, or they may be in favor of it or both.

Another criterion is to avoid the appearance of "amendment attention." Sometimes students make amendments to get attention. Warn the students to make only the motions that are justified by other criteria. Making amendments constantly will create a perception that the student's ideas are frivolous. Encourage the students to be selective when deciding which bills or resolutions to amend.

Overly picky changes also are a criterion to avoid. If the meaning of the bill is clear, don't amend for grammatical reasons. It is best to do those things informally with the presiding officer. Pick substantive reasons and analysis for the amendments. If the congress sees the student as egotistical, they will lose credibility.

### **Amendment process**

Assuming the decision is made to amend a piece of legislation, what should the student do? What is the process? Each assembly has their own procedure about amendments. Encourage the students to read those rules. The following pattern is more generic but can be fit to specific systems:

Most assemblies provided amendment forms. Several examples are listed at the end of the chapter. The first few steps deal with how to prepare the amendment. Isolate the sections to be changed by using the numbers on the left margin. The student might say on the amendment form something such as, "amend lines 4, 5, and 6 to say..." The students then describes the change, specifically lists the new wording, and indicates whether to delete, substitute, or add the proposed wording. The students must be precise. Once they have the form complete, it should be turned in to the presiding officer. If the assembly does not have a form, the speaker can present the wording orally. The congressperson needs to speak slowly and repeat the amendment information so that the entire congress can understand without the benefit of a form.

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## PEDAGOGICAL PRACTICE

An interesting way to teach this idea is to give the class a piece of legislation. Instruct them to follow the procedure for filling out the amendment form. Read their amendment aloud. Ask the class to summarize each potential amendment. They should ask questions. What did the author say? Did it make sense? Was the intent clear? How could the amendment author be more precise? This exercise not only provides feedback for each student, but it also reviews the basic principles of amending for the entire class.

The presiding officer will provide an opportunity to make motions. During this period, the amendment author asks for recognition. Once the amendment author has permission to speak, they present the amendment to the assembly. Clarity is the key. The exact wording must be ready to present when recognition to speak is received. The amendment author may need to repeat the wording so everyone understands it correctly. The congressperson will then present a three-minute speech justifying the amendment. Authorship, content, and delivery will be discussed later.

The amendment must have a one-third second. Before the amendment is proposed, the congressperson makes sure that they have the second. Instruct the congressperson to remind their congress colleagues that seconding the amendment does not obligate them to support it. Seconding signals a willingness to discuss the idea. Have the congressperson sell the amendment to his or her colleagues before they present it to whole assembly. Assuming that the amendment receives the appropriate second, the assembly discusses the amendment.

The discussion process follows the pattern outlined in Chapter 1 for bills and resolutions. The authorship speech is followed by a cross-examination period. Then a negative speech follows. Refer the students to Chapter 1. Students should understand that the key element is to justify the amendment to the assembly. The amendment author must demonstrate how the change will serve the process. Why will the amendment create better legislation? What objections does the amendment overcome? Does the amendment clarify the legislation's intent? Does it change the original intent of the legislation?

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The amendment has precedence over the main motion or the original legislation. Precedence means that the amendment must be handled first. Dispose of it, and then move back to the original bill or resolution. Disposition refers to the fate of a piece of legislation. Is it approved or rejected? Is it tabled for further study? Describe the idea like a tree. The branches have to be trimmed before the trunk can be cut down. Amendments are like the branches. The main motion is the tree trunk.

### **Amendment to the amendment**

This section deals with the amendment to the amendment. In the tree analogy, these ideas are the smaller branches that are connected to the larger branches. The amendment to the amendment is an addition, substitution, and or a deletion to the amendment. The same rules apply to amending an amendment as would apply to amending a main motion. Namely, the change must be relevant to the original text of the legislation. Another way to explain this idea is to compare the amending process to diagramming a sentence. The noun and the verb are the original legislation. The modifiers change the noun and the verb. The amendment to the amendment limits or expands the modifiers.

## **Amendment relevance**

The final amendment issue is relevance. At each step in the process, the amendment can not change the legislation's meaning. Intent is a subjective judgment about the purpose of the legislation. The presiding officer decides if an amendment is germane either to another amendment or the original legislation. Their judgment is limited in two ways: first, the rest of congress must hear the decision. If they perceive the presiding officer's analysis as wrong, they have the option of challenging the decision of the chair. They can force the presiding officer to justify, in public, their reasons for allowing or not permitting an amendment. The second limitation on the presiding officer is the parliamentarian. The presiding officer wants to impress the parliamentarian enough to get that nomination for the ballot. That need will make the presiding officer think twice about making an arbitrary decision.

Students should apply the reasonable test to this issue. Would a reasonable person describe the amendment as relevant? Does the change fundamentally alter the purpose of the legislation? Is the modification for administrative purposes? Or, does the change effect the underlying process of the legislation's execution? Remind students that relevance is in the eye of the beholder.

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### **PEDAGOGICAL PRACTICE**

Teaching relevance is best done through example. Select an amendment, and ask the students to debate its reasonableness in relation to the original legislation.

Another technique is to invite a legislator to discuss amendments. Ask them to describe their criteria for relevance. Using the amendments previously generated, have the guest indicate their analysis of each amendment in relationship to the legislation's original intent. There are several activities and exercises listed at the end of the chapter that teach this concept.

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## **Amendment creation**

The last content issue is the creation of bills and resolutions for the contest. Each school has the opportunity to develop legislation for the contest. Participation can occur without legislation from that school. There are, however, significant advantages to the squad when legislation is submitted. The first benefit is that legislation guarantees the congressperson an opportunity to present an authorship speech. The second is that legislation helps build the school's credibility through the activity and the recognition of having the students present legislation. The key figuring out how to create the bills and resolutions.

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### **PEDAGOGICAL PRACTICE**

The initial step in preparing legislation is to engage the students in a brainstorming session, focusing their attention on current issues that interest them. Focus on the topics that might have sufficient information to support legislation. As the students brainstorm, have them list possible solutions for these problems. The proposition might be one of value or policy, depending on the issue. A value concept might flow into a resolution, where the assembly might express a feeling or attitude about a particular topic. A policy issue might result in a bill, focusing on a plan of action.

Based on the brainstorming session, select the top three ideas. Research each idea completely. The research serves two purposes: first, to build the authorship speech, and secondly, to rough out basic ideas for the legislation. The students should bring the rough draft back to the squad.

In the second discussion, each potential bill or resolution is developed in several ways. Initially, the squad should evaluate the legislation's clarity. Is there a low level of ambiguity? Are all the provisions or clauses clear? Is each section necessary? Is the intent clear? The squad helps the author identify weaknesses within the format and the content of the legislation.

Another function of this discussion is to assist the author in identifying likely objections. What are the key arguments against the legislation? Can the legislation be rewritten to avoid the opposing arguments? What evidence and analysis is available to defend the bill? The second brainstorming session helps the students write a final draft. Instruct the students to construct a final copy that anticipates and avoids the potential arguments. Remind them that the better job they do in creating the bills and resolutions, the more likely the assembly will find the legislation credible.

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# CHAPTER TWO

## ACTIVITY 1

- 1) TITLE - Bill and Resolution Identification
- 2) PURPOSE - Teach students the difference between a bill and a resolution.
- 3) PROCEDURE:
  - A) Review the difference between bills and resolutions.
  - B) Provide the handout with ten bills and ten resolutions (marked “Legislation”) that are randomly mixed together.
  - C) Instruct students to identify each piece of legislation as either a bill or a resolution on a separate sheet of paper.
  - D) Teacher should review the correct choices and discuss the key differences.
- 4) TEACHER PREPARATION
  - A) Identify bills and resolutions correctly.
  - B) Prepare justification as to why each piece of legislation is a bill or resolution.
  - C) Prepare bills and resolutions for the exercise. Make copies as needed.
  - D) If time permits, retype all bills and resolutions for uniformity.
- 5) APPROPRIATE LEVEL - This exercise is for effective for new students.
- 6) Use the remaining space to prepare or to evaluate the activity.

# CHAPTER TWO

## ACTIVITY 2

- 1) TITLE - Correct Bills and Resolutions
- 2) PURPOSE - To teach the difference between a bill and a resolution.
- 3) PROCEDURE:
  - A) Teacher reviews typical flaws (using handouts with legislation labelled as bills or resolutions).
  - B) Students read bills and resolutions.
  - C) Students identify:
    - I) Structural Flaws - Bills that express sentiment. Resolutions that describe action. Legislation that has elements of both bill and resolution. No whereas clause.
    - II) Presentational Flaws - Grammar, Spelling, Typing, Wording, Left side numbers missing.
    - III) Write a summary of a single bill or resolution. Present it to class.
    - IV) Identify the best three arguments against the legislation.
  - D) Students present a speech, covering each area listed in # 3 above.
  - E) Teacher critiques both content and delivery.
- 4) TEACHER PREPARATION
  - A) Locate or plant flaws in the bills and resolutions.
  - B) Prepare list of common bill/resolution errors.
  - C) Make enough copies for all students.
- 5) APPROPRIATE LEVEL

Higher level novices and advanced students would benefit from this activity.
- 6) Use the remaining space to prepare or to evaluate this exercise.

# CHAPTER TWO

## ACTIVITY 3

1) TITLE - Congress for a Day

2) PURPOSE - Help students write a bill or a resolution.

3) PROCEDURE:

A) Brainstorm top five problems facing American society.

B) Divide class into five teams. Their job is to research the assigned problem and develop a solution.

C) Teacher should review bill structure - State an action or solution, describe limits, sanctions, and provisions of that legislation. Have the student assembly evaluate each of these four provisions of a bill.

D) Instruct the group to write a bill based on #3 above.

E) Each group present its “rough” bill to the class. The class will critique for content and form.

F) Group rewrites bill as needed.

G) Group presents “final” bill to class. Class members do a speech summarizing what the bill means to them. This process will allow the group to check its wording.

VARIATION #1 - REPLACE GROUP WITH INDIVIDUAL.

VARIATION #2 - REPLACE BILL WITH RESOLUTION.

4) TEACHER PREPARATION

A) Master Steps one through seven.

B) Need a clear understanding of the elements of bill and resolution.

5) APPROPRIATE LEVEL

Use the group approach for novices and the individual approach for advanced students.

6) Use the remaining space to prepare or to evaluate the exercise.

# CHAPTER TWO

## ACTIVITY 4

- 1) TITLE - Relevant Amendments/Change Intent
- 2) PURPOSE - Provide examples of appropriate and inappropriate amendments.
- 3) PROCEDURE:
  - A) Review the concept of relevance for the class. Discuss the idea of INTENT.
  - B) Each student develops a possible amendment for a bill or resolution.
  - C) Review each amendment in the following way:
    - I) Is it relevant?
    - II) Is it clear?
    - III) Does it change the intent?
  - D) Discuss the appropriateness of each amendment in light of the criteria in #3 above.
- 4) TEACHER PREPARATION
  - A) Provide copies of bills and resolutions to the students.
  - B) Develop several examples that illustrate relevant amendment process.
- 5) APPROPRIATE LEVEL - All students can handle this activity.
- 6) Use the remaining space to prepare or to evaluate the exercise.

# NATIONAL FORENSIC LEAGUE

Author \_\_\_\_\_  
School or District \_\_\_\_\_

Bill/Resolution Number \_\_\_\_\_  
Lines affected \_\_\_\_\_

Seconded: (1/3 required) \_\_\_\_\_

Motion Worded \_\_\_\_\_

Vote: Aye \_\_\_\_\_  
Nay \_\_\_\_\_  
Abstain \_\_\_\_\_

\_\_\_\_\_

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# NATIONAL FORENSIC LEAGUE LEGISLATIVE ACTION REPORT

## NATIONAL FORENSIC LEAGUE STUDENT CONGRESS

Chamber \_\_\_\_\_ Bill/Res. # \_\_\_\_\_

Session: 1      2      3      Finals

Title of Legislation \_\_\_\_\_

Vote:            \_\_\_ Aye                    \_\_\_ Nay                    \_\_\_ Abstain

Amended: \_\_\_ Yes            \_\_\_ No

Vote:            \_\_\_ Aye                    \_\_\_ Nay                    \_\_\_ Abstain

Please rate the overall quality of the floor debate on this piece of legislation  
by checking one of the following:

\_\_\_ Superior      \_\_\_ Excellent      \_\_\_ Good      \_\_\_ Fair      \_\_\_ Poor

Comments:

Please attach a copy of the Bill or Resolution with all applicable amendments to this form  
and return it to Congress Headquarters.

Signed \_\_\_\_\_  
(Parliamentarian)

# CHAPTER TWO

## ACTIVITY 5

- 1) TITLE - Amendment Record Keeping
- 2) PURPOSE - To illustrate how to keep track of bills and or resolutions.
- 3) PROCEDURE:
  - A) Instruct the students to create a hypothetical amendment to the enclosed resolution.
  - B) Students can then discuss and vote on each amendment. Require that the student use the amendment form.
  - C) After each amendment is considered, have the amendment sponsor record the information on the appropriate form.
  - D) Repeat the above process until all the amendments have been considered.
- 4) TEACHER PREPARATION
  - A) Prepare a sample amendment, along with the proper record of the legislation.
  - B) Make certain the students have sufficient copies.
- 5) APPROPRIATE LEVEL - All students would benefit from this exercise.
- 6) Use the remaining space to prepare or to evaluate this activity.