



University of Idaho  
Extension

**4-H**  
**Exploring Citizenship**  
**My Government**  
**Project Manual**

\_\_\_\_\_ First Year      \_\_\_\_\_ Second Year

## Objectives of Idaho 4-H Know Your Government

The Idaho 4-H Know Your Government Conference provides 4-H members in the 8th and 9th grades a state level opportunity for furthering the objectives of Community Pride.

Delegates will participate in legislative or judicial workshops and:

- Learn how the state government decision-making process works,
- Learn how teens can participate politically to influence state government,
- Learn how the state Judicial System works,
- Learn what is involved in bringing a case to court,
- Observe the legislative process in action,
- Meet and share ideas with legislators, judges, and other elected officials,
- Have breakfast with legislators and judges.

Action to improve communities requires knowledge of government and how it works. The Know Your Government conference aims to meet these goals through the learning objectives below.

Youth will:

- Set goals and determine steps to reach them
- Demonstrate the ability to communicate through multiple methods and media
- Develop positive and sustained relationships
- Engage in civic involvement
- Demonstrate leadership efficacy
- Demonstrate their ability to work effectively in teams
- Improve their knowledge of parliamentary procedure
- Increase their interactions with local, state, and national government
- Demonstrate responsibility, critical thinking and problem solving skills through informed decision making

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*4-H Exploring Citizenship My Government, (2004).* Craig, M. J., Pike, M. M., & Laughlin, K.  
*Lobbying for Change the Legislative Process, (2014).* Klein, J., Washington State University Extension  
*Pursuing Justice the Judicial System, (2013).* Klein, J., Washington State University Extension  
*Politics and the Media, (2011).* Klein, J., Washington State University

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# Exploring Citizenship My Government

Note: This project is designed to be a two-year project.

## Project Requirements:

1. Attend the 4-H Know Your Government Conference and complete the KYG project
2. Select which workshop you would like to attend - either Legislative or Judicial. *If you select Legislative, that would be your first year project then you would do the Judicial workshop the second year (or vice versa)*
3. Give an oral presentation (speech, demonstration, or illustrated talk) on a topic related to this project
4. Work through the Exploring Citizenship, My Government Project Manual. Complete the study questions and at least one suggested activity for each section

First Year - Complete the four (4) sections:

- 1)  Local Government
- 2)  Legislative Branch or  Judicial Branch
- 3) Pick **one** of these options below:  
 Executive Branch  Who Influences Our Government?  News Media
- 4)  First Year Follow-up Plan and Activities (see page 66)

Second Year - Complete the four (4) sections:

- 1)  Legislative Branch or  Judicial Branch (The section you did not do last year.)
  - 2) Pick **two** of the options below (ones you did not complete last year):  
 Executive Branch  Who Influences Our Government?  News Media
  - 3)  Second Year Follow-up Plan and Activities (see page 67)
5. Complete an Idaho 4-H Project Record Book each year you do the KYG project. Participants are expected to complete the project both years.
  6. 4-H Involvement Report

## Exhibit Requirements:

- 4-H Project Record book
- 4-H Involvement Report
- Completed study questions and signed off suggested activities from Exploring Citizenship, My Government Project Manual (#11002)
- Poster or Display illustrating something you have learned in the project.

## Support Materials:

- Idaho KYG Website: <http://www.uidaho.edu/extension/4h/events/stateevents/knowyourgovernmentconference>
- State of Idaho website: <http://www.idaho.gov>
- Idaho Blue Book: <http://www.sos.idaho.gov/exlect/bluebook.htm>
- Idaho State Constitution: <http://www.sos.idaho.gov/civics/Resources/id-constitution.pdf>
- Idaho Department of Labor: <https://labor.idaho.gov>
- Association of Idaho Cities: <http://www.idahocities.org/>
- Idaho Association of Counties: <http://www.idcounties.org>

## Introduction



Idaho state government is a representative democracy, which means that the voters elect candidates to represent them on issues. There are three branches of state government in Idaho: the **state legislature** (the House and the Senate), the **executive branch** (comprised of the Governor and administrative agencies) and the **courts or judicial system**. Each branch has "checks" over the others in order to "balance" their powers.

The powers of each branch are described in the Idaho Constitution. The constitution is the source of authority for all three branches. It defines the role of each branch and specifies how the branches interact:

- ❖ The **legislature** passes the laws we live under.
- ❖ The **executive branch** administers (that is, carries out) the laws.
- ❖ The **judicial branch**, through the courts, apply the laws to people accused of violating laws or to people who have a complaint against someone else or a business. These are all done within limits set by the constitution.

There are several types of **local governments** - **county**, **city** and **taxing districts**. These are the governments closest to the people and the ones that most directly affect people. Local governments have certain powers that are granted to them by the state government.

This member's manual summarizes the roles of each branch of government and explores the roles of citizens, lobbyists and the media. It focuses on the basics and is designed to stimulate your thinking on how Idaho government works, as well as help you see your part in the workings of government.

Keep in mind that citizens who are informed about their government are better prepared to participate in the various governmental processes. This is true whether they participate as active political party members, as lobbyists, members of a jury or as conscientious voters. Good luck and have fun as you attend the 4-H Know Your Government Conference and complete the project to help you prepare yourself for these roles!



## **Local Government**

### **Counties**

The primary unit of local government in Idaho is the county. As provided in the constitution, the organization of county government is uniform throughout the state's forty-four counties. Counties are governed by a three member board of commissioners who exercise both legislative and executive powers and perform many miscellaneous administrative functions. County residents elect a sheriff, assessor, coroner, treasurer, prosecuting attorney and a clerk, who serve four-year terms.

County Commissioners are elected for alternating two and four year terms. Each county is divided into three districts. Commissioners are elected by the voters of the entire county but must live within the district that they represent.

Idaho counties serve as an administrative arm of state government providing services required by state law such as law enforcement, welfare, and road maintenance. In addition, counties may provide urban services such as planning and zoning, water supply and sewage disposal.

### **Cities**

Cities are voluntarily organized and may be incorporated under the general laws of the state by the people living within their boundaries. Cities are not an administrative arm of state government, but perform functions that are exclusively local. The constitution authorizes the legislature to enact general laws that apply to all cities in the state.

Most Idaho cities operate under a mayor-council form of government, but all cities have the option to adopt a council-manager plan (where a professionally trained city manager administers the day-to-day needs). Only three cities; Lewiston, Twin Falls, and McCall, use the council-manager form.

### **Taxing Districts**

Other local units of government in Idaho include school, road, cemetery, fire protection, irrigation, and community college districts, as well as other single-purpose taxing units. All of these units have limited taxing powers but must certify their requirements to the county commissioners who have to include these needs in the collections made by county tax collectors.



## Local Government Study

1. Who are your County Commissioners?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  
2. Name two duties of the Commissioners in your county. Be specific.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  
3. How are 4-H and the Extension Office interrelated with the County Commissioners?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
4. Who is the mayor or council-manager of the city where you live?  
\_\_\_\_\_
  
5. Name two issues (duties/ problems) your city deals with.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  
6. Name two taxing districts that are active in your county.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_

**Suggested Activities For Local Government:**

Select one or more activities to do, and answer any questions. Have your leader date and initial the activity when it is complete. Attach all reports and written work with your record book (#91950).

<b>Activity</b>	<b>Description</b>	<b>Initials &amp; Date</b>
Report	Attend a meeting of your County Commissioners, City Council and write a report.	<hr/>
Report	Attend a meeting of a special board or commission in your local area that plans hospitals, libraries, elections, etc., and write a report.	<hr/>
Report	Attend a meeting of a local taxing district. Write a report talking about what they were discussing, including arguments for or against an action.	<hr/>
Interview	Visit a top local official and interview him or her. Ask them questions regarding issues of current interest or concern, and write a report about what you learn.	<hr/>
Interview	Visit a top local official, explaining that you are interested in carrying out a citizenship project that would benefit the community and that you would like some suggestions. Write up what they tell you, including multiple suggestions if that is what you are given.	<hr/>
Report	Report on the citizenship project that you choose to carry out from the suggestions from the top local official.	<hr/>
Interview	Interview two (2) local government officials. Find out what their responsibilities, qualifications, and how they got their job. Write a report about what you've learned from them.	<hr/>
Report	Collect newspaper or internet articles on one or more issues being dealt with by the county commissioners, city council, or a local taxing district (i.e. school levy, budget hearings, garbage disposal, law enforcement, etc.). Summarize the issue, who it affected, who dealt with it and what (if any) action was taken, and write a report.	<hr/>
News Report	Collect news articles about the County Commissioners, County Clerk, County Auditor, or County Prosecutor and briefly describe a situation reported in the news articles in a report.	<hr/>

- Report      List 10 functions of local government in your community in a short report. \_\_\_\_\_
- Editorial      Cut out and report on an article from a local media source about the most important issue in your community this year. Write a short editorial on the content of the article. \_\_\_\_\_
- Interview      Interview one of your County Commissioners. Ask him or her what their job is, and how they got it. Write a short report on what you learned. \_\_\_\_\_
- Report      Attend a County Commissioners, Water Commission, SWCD (Soil and Water Conservation District), BAG (Basin Advisory Group), or WAG (Watershed Advisory Group) meeting. Write a brief report about the issues discussed and whether any conclusions or consensus was achieved. \_\_\_\_\_
- Other      Describe:  
\_\_\_\_\_

## **The Legislative Branch**

The Idaho Legislature is responsible for enacting, amending and repealing the laws. It also oversees the administration of state agencies.

The bicameral (two-chamber) Legislature of Idaho is composed of 105 members elected for two year terms from legislative districts throughout the state. The state is divided into thirty-five (35) legislative districts. (See chart on next page.) One (1) senator shall be elected from each legislative district. Two (2) representatives shall be elected from each legislative district.

Elections are held in November of even-numbered years, and the newly elected legislators take office December 1 following the election. Representatives and Senators must be citizens of the United State, electors of the state and residents of their legislative districts for at least one year prior to election.

The Idaho Legislature held biennial sessions until 1969. A constitutional amendment changed that to annual sessions. From 1969 to present, the Idaho Legislature has convened at the hour of twelve o'clock noon on the Monday on or nearest to the ninth day of January. Regular sessions have lasted an average of eighty days. Extraordinary sessions meet on the call of the Governor. Extraordinary sessions are limited to twenty days and are restricted to consideration of agenda items specified in the Governor's call and incidental matters.

### **Leadership**

The Lieutenant Governor, who is not a member of the Senate, but an elected executive branch officer, presides over the Senate. When presiding over the Senate, he is designated the President of the Senate. The Lieutenant Governor is allowed to vote only when the Senate is equally divided over a matter. The Senate elects a President Pro Tempore from its own membership who is responsible to act as President of the Senate in the absence of the Lieutenant Governor. As a member of the Senate, the President Pro Tempore has the right to vote on all matters. The President Pro Tempore is second in line of succession to the governor.

In the House of Representatives, the Speaker of the House is the presiding officer. He is elected at the beginning of the session by the membership, and is traditionally a member of the majority party.

The majority party of each house selects majority and assistant majority floor leaders to assist in maintaining order and discipline. Likewise, the minority and assistant minority floor leaders are selected by the members of the minority party. Each party is also represented by a caucus chairman who presides over regular conferences held to decide party policies and action.

The Republican and Democrat leadership of each house arrange committee appointments and chairmanships. The actual appointments are made by the President of the Senate and the Speaker of the House for their respective houses.

## **Legislative Language**

These terms will help you understand what the legislature does.

**Amendments** - Additions to or deletions from a proposed bill.

**Appropriation** - The setting aside of state money for particular uses. The appropriations bill are the major bills that must be passed every year by the legislature. The constitution requires that Idaho have a balanced budget.

**Bill** - A proposed new law or change in an existing law; only a legislator can introduce a bill. Only about 15 to 20 percent of all the bills introduced ever become law.

**Code** - A compilation of laws on a given subject or for a whole state.

**Committee** - A group of legislators designated by either the House or Senate to consider and make recommendations on issues referred to it.

**Committee Report** - An official release from a committee of a bill or resolution.

**Effective Date** - The date when a law goes into effect.

**Executive Order** - Rule or decision of the Governor.

**Fiscal Year** - An accounting period of 12 months. Idaho's fiscal year is July 1 to June 30.

**Kill a bill** - To make a motion to strike a bill's enacting clause, or to vote against it.

**Omnibus Bill** - One that relates to, or provides for, many things at once.

**Precinct** - A subdivision of a county, town, city, or ward for election purposes.

**Reading of a Bill** - Every legislative measure must be "read" three times in each house before passage.

**Veto** - To refuse to approve a bill

## **Legislative Jargon**

To make it quicker and easier for those that work in and with the Legislature, informal jargon has evolved. Here are some of the more frequently used clichés:

**The 3rd floor** - The 3rd floor of the Capitol building where the Legislature meets.

**The man on the 2nd floor** - The Governor of Idaho.

**The 3rd House** - Where the lobbyists hang out.

**Gallery** - The balcony of the house and senate chambers where the public can view the legislature in session.

**JFAC (jay-fac)** - Joint Finance and Appropriations Committee

**Get a bill out of committee** - To invoke some unplanned strategy to get a bill passed by a committee.

**Send it to the floor** - To pass a bill by a committee and forward it to the full House/Senate.

**Majority** - 50% + 1.

**Sine Die (sigh-knee-die)** - To adjourn the legislature at the end of the session.

**In Caucus** - The Democrats and Republicans are meeting as separate groups to discuss issues or strategy.

**On the floor** - The main chamber of either the Senate or House.

**Take a walk** - A legislator will step out of the main floor to avoid voting on a bill.

**Mark up a bill** - To send the bill to amending orders for changes.

**Green light** - In the House, it means to vote for a bill.

**Red light** - In the House, it means to vote against a bill.

**Get 'em lined up** - To get commitments for a favorable vote from a group or committee.

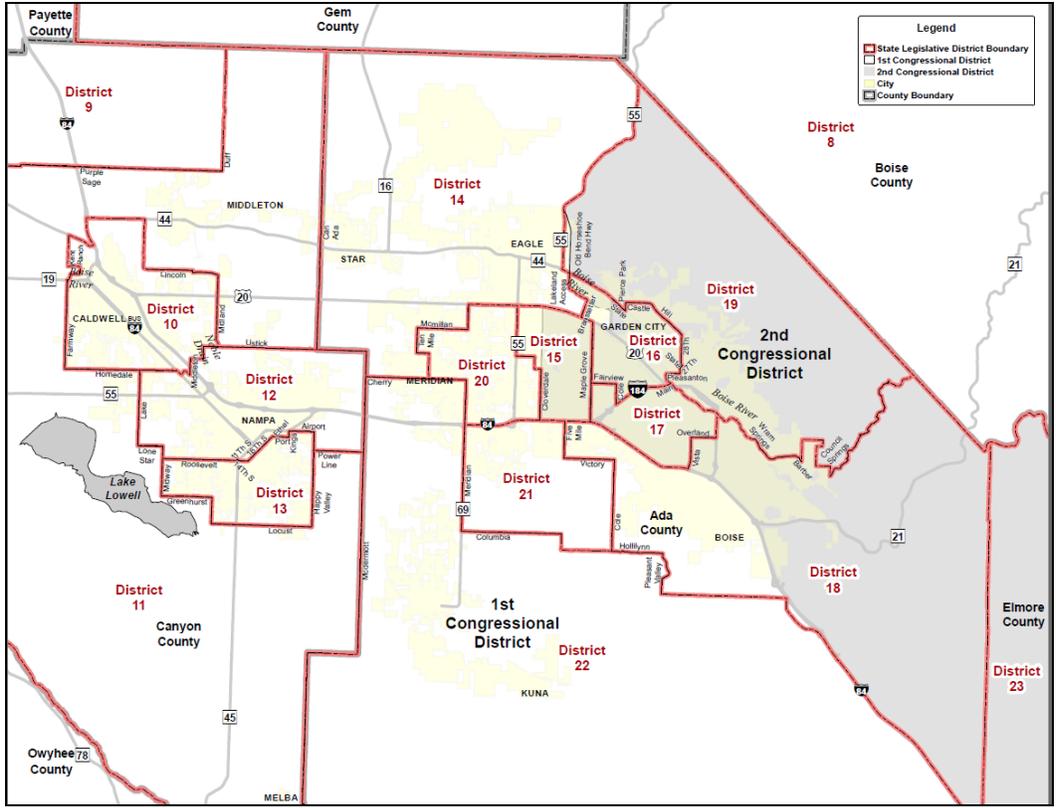
**Across the rotunda** - One legislative chamber referring to the other.

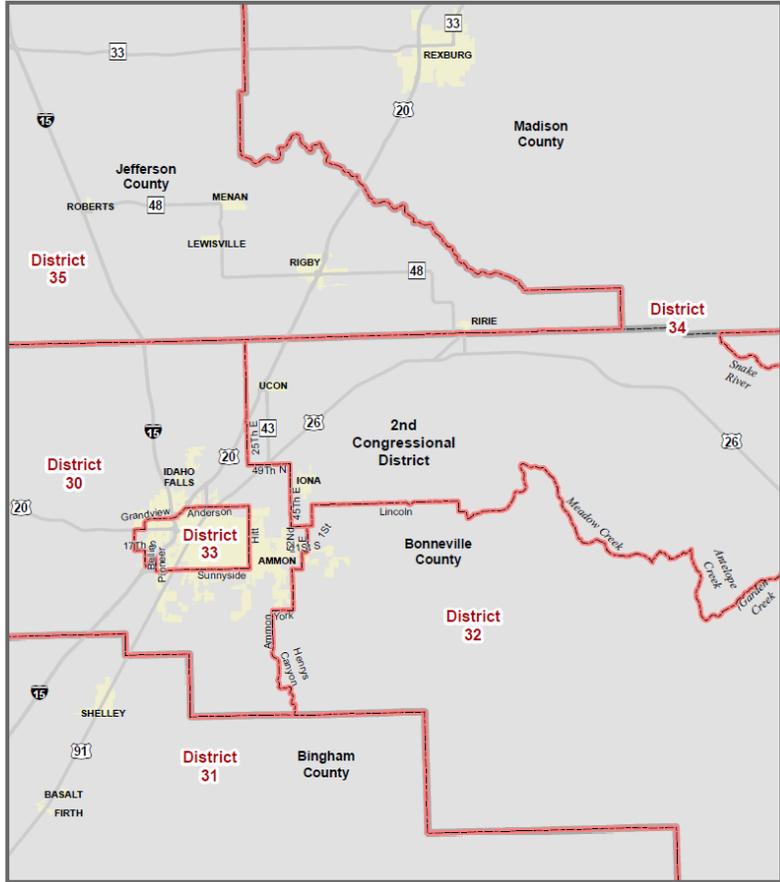
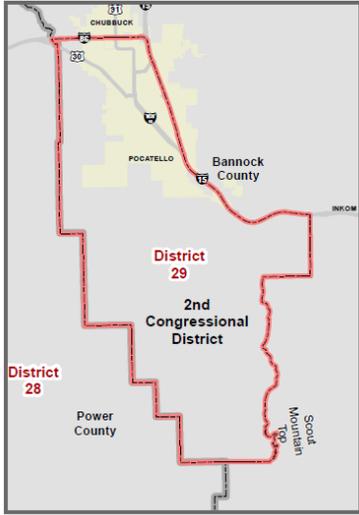
**It's watered down** - A bill that has been amended to the point of ineffectiveness.

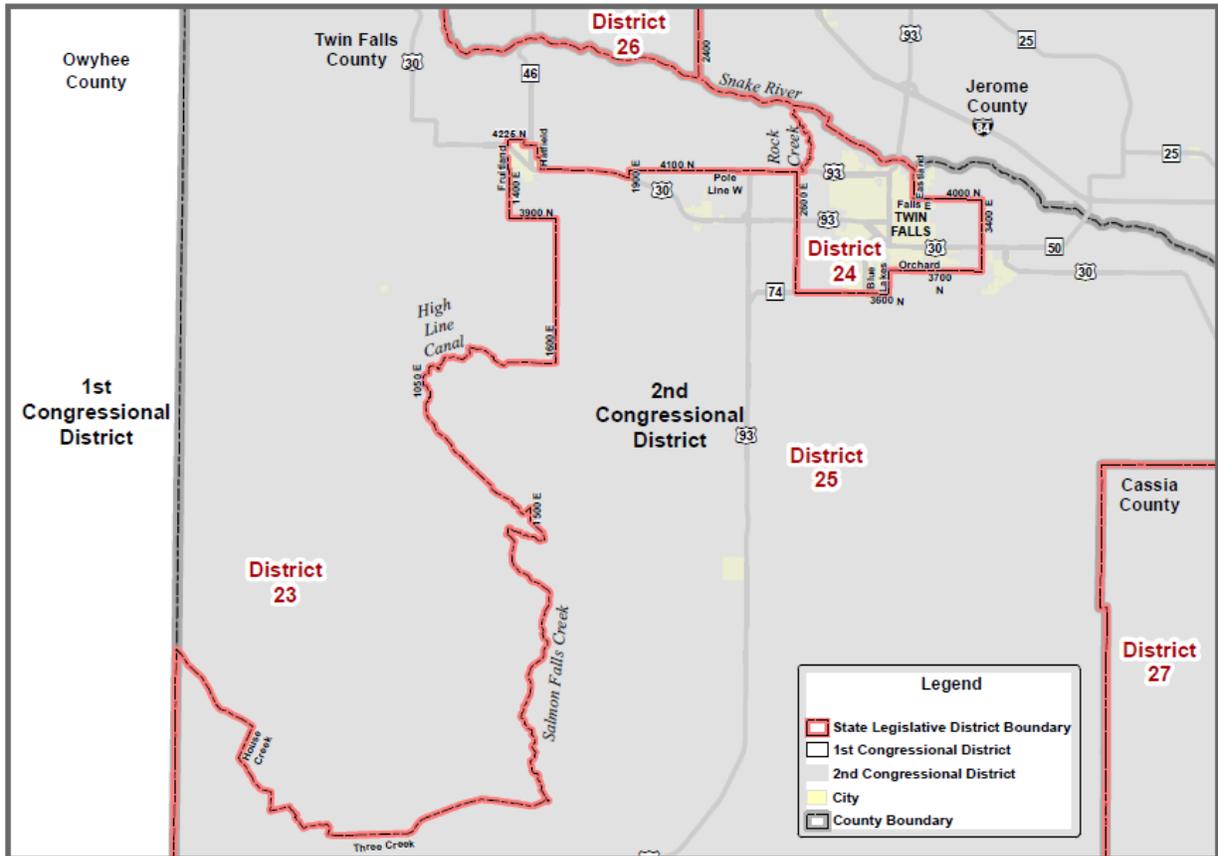
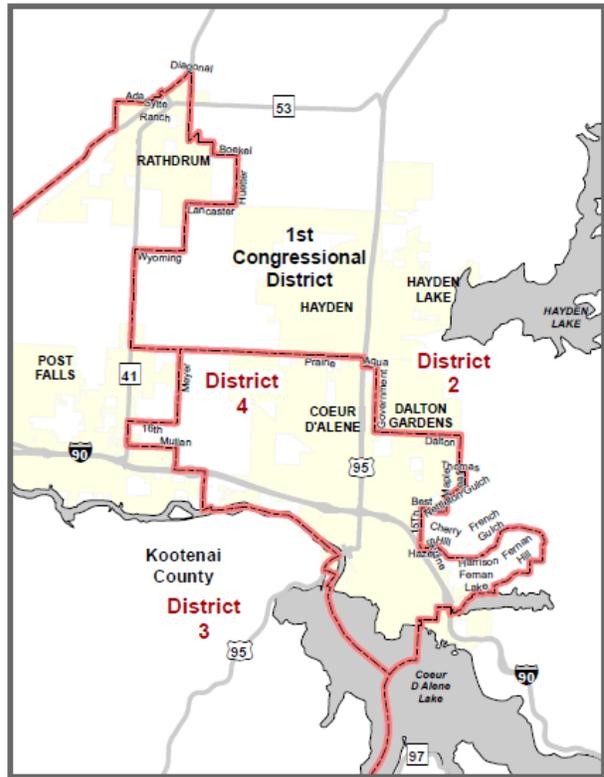
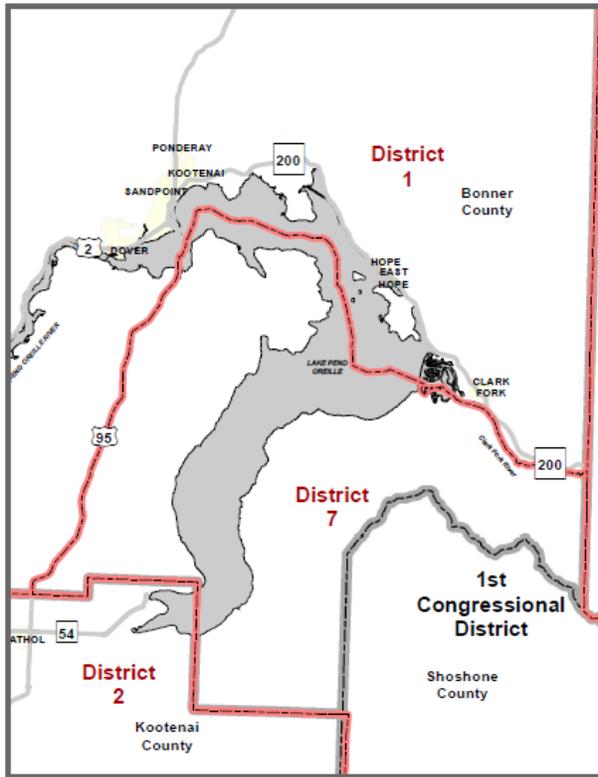
**Goin' home bill** - A controversial bill of any kind that must be passed before adjournment.

**Statewide  
Legislative  
Districts**









## **Legislative Committees**

Legislative committee membership is determined in part by the interest of the individual members. An effort is made to assign each member to the committees of his or her choice. It is customary to appoint a member of the majority party as chairperson of each committee.

The legislative body is divided into committees for the following purposes:

- 1) Committees divide the legislative workload into more manageable proportions.
- 2) Committees encourage the development of expertise in a particular subject matter area and allow for concentration of efforts.
- 3) Committees allow time for input from citizens with knowledge pertinent to legislation for a particular subject matter area.

The President of the Senate and the Speaker of the House assign all bills to committee as they are processed "across the desk" at the time they are introduced. Interested parties may testify concerning any piece of legislation, which is before a committee.

Committee members vote upon the merits of a bill after due consideration and determine whether or not it should be sent to the floor for consideration by the full body. The House of Representatives has fourteen committees and the Senate has ten. They are as follows:

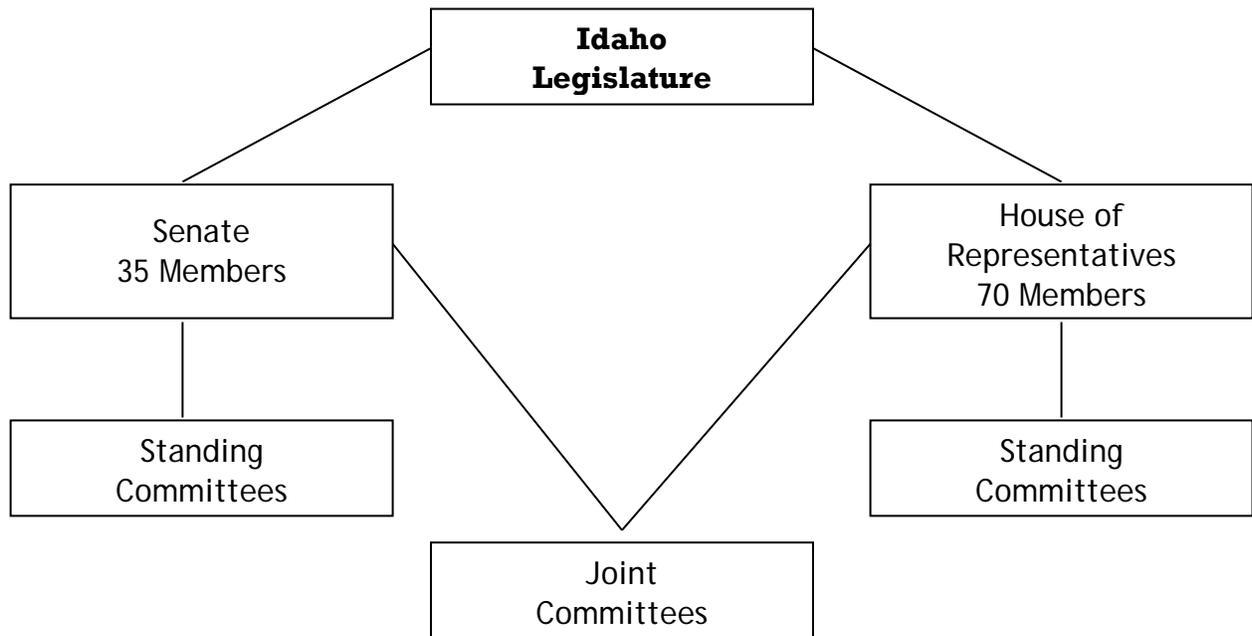
### **Senate**

1. Agricultural Affairs
2. Commerce and Human Resources
3. Education
4. Finance
5. Health and Welfare
6. Judiciary and Rules
7. Local Government and Taxation
8. Resources and Environment
9. State Affairs
10. Transportation

### **House of Representatives**

1. Agricultural Affairs
2. Appropriations
3. Business
4. Commerce and Human Resources
5. Education
6. Environmental, Energy, and Technology
7. Health and Welfare
8. Judiciary, Rules & Administration
9. Local Government
10. Resources and Conservation
11. Revenue and Taxation
12. State Affairs
13. Transportation and Defense
14. Ways and Means

The Joint Finance and Appropriations Committee is composed of members of the Senate Finance Committee and House Appropriations Committee. The basic responsibilities for the Finance Appropriations Committee includes reviewing the budgets for state entities, the review of management and operation practices, and the continuing study of the state's financial condition and fiscal operation. The Committee also appoints the Legislative Auditor and the Director of the Legislative Budget Office.



### **Support Staff**

The Secretary of the Senate and the Chief Clerk of the House are directly responsible to the presiding officers. They are in charge of keeping a record of all business transacted during the session. They distribute all printed bills and are in charge of all documents generated by their respective houses during the session. They must read "across the desk" each item of legislation upon introduction, second consideration, and final consideration, although this is seldom done at length. The Legislature employs about one hundred temporary full-time people during a regular session. They fill various positions, including the Sergeants-at-Arms, journal clerks, docket clerks, pages, messengers, secretaries, committee clerks and doorkeepers.

### **Legislative Services**

Legislative Auditor - fiscal officer for both houses, conducts audits.

Legislative Council - collects and compiles information, drafts bills, conducts research, and considers problems between sessions.

Legislative Data Center - prepares camera-ready copies of legislative bills for introduction, Daily Data, Legislative Directory.

Legislative Budget Office - coordinates budget setting process.

Legislative Information Center - provides tours, information to public, phone messages to legislators.

Legislative Mail Center - delivers mail to legislators and mails bills to counties and libraries.

## **The Session**

The House and Senate normally meet at 10:00 a.m. They remain in daily session until all immediate business to be considered is finished. Committee meetings are scheduled in the early morning and late afternoon to prevent any conflict with the daily sessions. Toward the end of the Legislature, the daily agenda commonly lasts until late in the afternoon and sometimes into the evening. The daily sessions held at the beginning of the year are generally of shorter duration, as bills are drafted and considered in committee during this time. Each daily session follows a fixed routine, known as the order of business. The order of business for each house is as follows:

### Senate

1. Roll Call
2. Prayer
3. Reading and correction of Journal
4. Reading of communications
5. Presentation of petitions, resolutions & Memorials
6. Reports of standing committees
7. Reports of special committees
8. Consideration of messages from the Governor
9. Consideration of messages from the House of Representatives
10. Motions and considerations of petitions, resolutions and memorials
11. Introduction, first reading and reference of bills, House petitions, resolutions and memorials
12. Second reading of bills
13. Third reading of bills
14. Consideration of general calendar
15. Miscellaneous business

### House of Representatives

1. Roll Call
2. Prayer by Chaplain
3. Approval of Journal
4. Consideration of messages from the Governor and the Senate
5. Report of standing committees
6. Report of select committees
7. Motions, memorials and resolutions
8. Introduction, first reading of bills and joint resolutions
9. First reading of engrossed bills
10. Second reading of bills and joint resolutions
11. Third reading of bills and joint resolutions
12. Consideration of general orders
13. Miscellaneous and unfinished business
14. Presentation of Petitions and communications
15. Announcements
16. Adjournment

## **Voting**

The members of the House of Representatives vote through electronic tallyboards at the sides of the chamber. By pushing a button at their desks, they indicate "yes" or "no" votes. These votes are automatically tallied and displayed on the tallyboards. A permanent record is also made of the vote. In the Senate, voting is done by roll call vote and is recorded on a tally sheet by the Secretary of Senate.

In order for either house to act, a quorum of its members must be present. A quorum is one-half of the legislative body plus one member.

## **Publications**

Three publications are printed daily by the Legislature. The Senate and House Journals give a chronological account of the daily proceedings, including the roll call vote upon all actions, which require a recorded vote. The journals are printed during the night and distributed to members before the session on the following morning. The Daily Data lists all bills in numerical order, gives a short descriptive phrase, the name of the author, and the status of the bill's progress through the legislative system. Each house prints and distributes all bills, resolutions and memorials, which have been introduced during the previous legislative day.

Copies of these publications and all bills, resolutions and memorials are available from the Legislative Public Information Center located in the basement of the capitol building.

## **How Bills Becomes Law**

A bill is a proposal for the enactment, amendment, or repeal of a statute for the appropriation of public money. A bill may originate in either the House or the Senate (with the exception of revenue measures, which originate in the House of Representatives). It must be passed by a majority vote of each house of the legislature on a roll call vote.

A bill cannot become law until it has been read on three separate days in each house of the Legislature previous to the final vote on the bill. In the case of urgency, two-thirds of the members of the house where the bill is pending may vote to dispense with this provision.

For the purpose of this discussion, introduction is considered to have been in the House of Representatives. The differences in the Senate and House procedures are minor.

### Introduction

A bill may be introduced in the Legislature by a member or group of members or by a standing committee. After the bill has been drawn in proper form for introduction, the original bill and 15 additional copies are presented to the Chief Clerk who assigns the House Bill a number by which it will always be known. The numbered bill is then introduced by reading it on the Order of Business "Introduction and First Readings of Bills". Bills which have been introduced by the other house are received and placed on the same Orders of Business and treated in the same manner as new bills in the house of origin.

### First Reading

The bill is read the first time and is then referred by the Speaker of the House of Representatives to the Judiciary, Rules and Administration Committee for printing. After the bill is printed, it is reported back by the Judiciary, Rules and Administration Committee and is referred to a standing committee by the Speaker.



### Reports of Standing Committees

Each committee to which the bill is referred conducts a study which may include research, open or closed hearings, expert testimony, statements of interested parties, and any information which may help the committee judge the scope of the proposed law and determine its effect.

A committee reports out a bill with one of the following recommendations:

- Do pass
- Without recommendation
- To be placed on General Orders for amendment
- Do not pass (A bill is seldom released by a committee with this recommendation.)
- Withdrawn with the privilege of introducing another bill
- Be referred to another standing committee.

Many bills are not reported out by committees and "die" in committee.

### Second Reading

When a bill is reported out of committee, it is placed on the Second Reading Calendar and is read again. The following legislative day, the bill is automatically on Third Reading unless other action has been taken.

### Third Reading

The Clerk is required to read the bill at length. It is normal procedure, however, for the members to give unanimous consent to dispense with this reading at length.

It is at the Third Reading that the bill is ready for debate and the final passage of the bill is taken at this time. Each bill is sponsored by a member who is known as the "floor sponsor" and who opens and closes debate in favor of passage of the bill. After debate has closed, the members vote on the electronic voting machine. Each member present must cast either an "aye" or "nay" vote. A bill is passed by a majority of those present.

If a bill fails to pass, it is filed by the Chief Clerk. If the bill is passed, it is transmitted to Senate where it may go through a similar process.

### Senate Action on House Bills

After the final action by the Senate on a House Bill, it is returned to the House with a message explaining the Senate's action. If the bill passed the Senate without amendment, it is enrolled by the House Judiciary, Rules and Administration Committee, signed by the Speaker of the House of Representatives and the President of the Senate and transmitted to the Governor for his action.

### Committee of the Whole

When a printed bill is to be amended, it is referred to the Committee of the Whole for amendment. At the Order of Business, the House resolves itself into the Committee of the Whole House and the entire membership sits as one committee to consider changes to both House and Senate bills.

When a House Bill has been amended by the Committee of the Whole, and the committee's report on the amendment(s) accepted by the House, it is referred to the engrossing committee where the amendments are inserted into the bill and is then placed back on the Calendar to be considered as a new bill.

### Governor's Action

After receiving a bill passed by both the House and the Senate, the Governor may:

1. Approve the bill by signing it within five days after its receipt, Sundays excepted.
2. Allow the bill to become a law without his approval by not signing it within the five days allowed.
3. Disapprove (veto) the bill within the five days allowed and return the bill to the house of origin giving his reason for disapproval. (The exception here is that in the event the Legislature has adjourned "sine die", the Governor has 10 days to veto the bill.)

A bill may become law over the Governor's veto if both houses vote to override the Governor's veto by a two-thirds vote of the members present in each house. When a bill is approved by the Governor or becomes law without his approval or over his veto, it is transmitted to the Secretary of State for assignment of a chapter number in the Idaho Session Laws. The bill then becomes a law July 1, except in the case of an emergency clause.

## HOUSE BILL 403

[Full Bill Information](#)

### Individual Links:

[Bill Text](#)

[Statement of Purpose / Fiscal Note](#)

H0403 .....by TRANSPORTATION AND DEFENSE COMMITTEE

LICENSE PLATES - SPECIAL - Adds to and amends existing law to provide for Idaho 4-H License Plates.

01/23Introduced, read first time, referred to JRA for Printing

01/24Reported Printed and Referred to Transportation & Defense

02/07Reported out of Committee with Do Pass Recommendation,  
Filed for Second Reading

02/10Read second time; Filed for Third Reading

02/11U.C. to hold place on third reading calendar one legislative day

02/12U.C. to hold place on third reading calendar until Monday, February 17, 2014

02/17Read Third Time in Full - **PASSED - 68-0-2**

**AYES** -- Agidius, Anderson(01), Anderson(31), Anderst, Andrus, Barbieri, Barrett, Bateman, Batt, Bell, Bolz, Boyle, Burgoyne, Chew, Clow, Collins(Collins), Dayley, DeMordaunt, Denney, Erpelding, Eskridge, Gannon, Gestrin, Gibbs, Hancey, Harris, Hartgen, Henderson, Hixon, Holtzclaw, Horman, Kauffman, King, Kloc, Loertscher, Luker, Malek, McDonald, McMillan, Mendive, Miller, Monks, Morse, Moyle, Nielsen, Packer, Palmer, Pence, Perry, Raybould, Ringo, Romrell, Rubel, Rusche, Shepherd, Sims, Smith, Stevenson, Thompson, Trujillo, VanOrden, Vander Woude, Wills, Wood(27), Wood(35), Woodings, Youngblood, Mr. Speaker

**NAYS** -- None

**Absent** -- Crane, Meline

**Floor Sponsor - Agidius**

Title apvd - to Senate



# PARLIAMENTARY PROCEDURE

## ROBERT'S RULES OF ORDER



### **Mason's Manual and Robert's Rules of Order**

Seventy of the 99 legislative chambers in the United States use Mason's Manual as their parliamentary authority. Thirteen use Jefferson's Manual, and only 4 use Robert's Rules of Order. The recent trend has been a move to Mason's Manual. Between 1991 and 1999, at least 10 legislative assemblies changed to or added Mason's as the back-up to their chamber rules.

*Robert's Rules of Order* were designed for civic groups and private organizations and to deal with bylaws, motions and resolutions. There is a difference between public bodies and private organizations. In a public body, the powers do not reside in the members themselves. State legislatures exercise the powers that are delegated to them by the people. The organization and powers of a public body cannot be changed by its members; any change must be made by the authority that created it-the people. The powers of voluntary associations arise from the agreement of the members. They are governed by contract. Also, the members of a private association speak for themselves. They represent no one. They are controlled by no outside power.

*Mason's Manual* was compiled by people who work in or with legislatures, and it is designed to deal with bills and other issues and problems that arise within the legislative environment. For example, *Robert's Rules* requires motions to be seconded, but *Mason's* does not. According to *Mason's*, the effect of requiring a second to a motion is to require that no business can be presented except by two people-one who makes the motion and one who seconds it. A member representing a constituency in a state legislature is entitled to present a matter for consideration of the body without having the support of a second, unless by law or by rule a second is required. *Mason's* also discusses the concept of the election of officers, what constitutes a meeting, and how to waive the rules. It relies more on the use of a simple majority, making it easier to conduct business. In addition, *Mason's* contains sections on dealing with other branches of government, something not addressed in *Robert's*.

## The Basics

### The Agenda

The agenda is the skeleton of any meeting. It serves two important purposes: first, it allows the organization to stay focused on the business at hand. Below are the different parts of a typical agenda:



1. Call to order - This is done by the Chair (Presiding Officer) at the beginning of the meeting. This signifies the "official" start of the meeting. The chair will usually say something to the "effect" of, "this meeting will come to order."
2. Roll Call - The Secretary or Records Officer of an organization usually performs this duty. The Roll Call is where the Records Officer verbally takes attendance from the voting members of the organization. This is very important so that it can be determined that the minimum number of voting members is present to conduct business. This is called a *quorum*.
3. Minutes from Previous Meeting - The Records Officer will usually distribute printed copies of the minutes to the members. At this time, the Chair may accept corrections or additions to the minutes, in motion form.
4. Committee/Officer Reports - This is where any standing committees or officers can give reports on items that they have been working on that are of importance to the members. No discussion is allowed at this time, the reports are strictly informational.
5. Unfinished (Old) Business - Unfinished business is where any issues that were left from the previous meeting are dealt with. All business from previous meetings must be dealt with before beginning New Business. These items of business are generally motions that were not disposed of before.
6. New Business - New Business consists of action items that members of the organization want the group as a whole to consider. These are almost always in motion form, asking for the group to DO something. A member who wants to introduce New Business must first obtain the "floor" which means that he or she has permission to speak given to them by the Chair. New Business includes all aspects of dealing with a motion, from the introduction, to debate, to the final vote.

7. Announcements - This section of the meeting is generally where members can get up and make non-action item statements. Many times in organizations, different representatives will inform the group what they have been doing that is of interest to the other members. No motions are allowed in this section of the meeting, except for the motion to adjourn.
8. Adjournment - This is the final motion of the meeting. Once all business has been taken care of, a member may rise to make the adjournment motion. Or, if there is no more business and nobody is asking for the floor, the Chair may ask if anyone wants to present a motion before the Chair. That is generally a clue that it is time to adjourn the meeting. This motion is non-debatable and must be taken to a vote directly after the second.

### **Bringing Business to the Floor**

In Parliamentary procedure, the only way to get your organization to do anything is to take a vote on something. Before that can happen, you need to bring the idea (motion) to the members so they know what you want to vote on. In order to present such a motion, you need to **obtain the floor**. When it is time for New Business on the agenda, you may want to introduce a motion to the rest of the group. In order to do this; you must have permission from the Chair to speak. This is called **obtaining the floor**. The way you do this is to stand up and address the Chair by saying "Mr., (or Madame) Chair!" Then the Chair of the meeting will recognize you by saying, "The Chair recognizes Jane Doe." After that, you may proceed with presenting your motion.

### **Motions**

There are four groups of motions. It is important to understand the different types of motions because there is a rank or order of preference that motions follow. In other words, certain motions are considered before others. Knowing the types of motions and their rank, helps meetings go smoothly and business conducted efficiently.

### **Main Motions**

The main motion is a motion that brings business before a group of people. Main motions can only be made when no other motion is pending. It ranks lowest in the order of precedence of motions. Main motions are what we would normally think of when we think of motions.

### **Subsidiary Motions**

Subsidiary Motions assist the group in dealing with a Main motion. This can include disposing of a Main motion or altering it in some way. *Subsidiary Motions* rank *third* in the order of preference.

Some examples of important Subsidiary Motions are:

- *Postpone Indefinitely* will dispose of the Main motion without bringing it to a direct vote.
- *Motion to Amend* will alter a Main motion's wording to clarify a meaning to make it more passable.
- *Refer to Committee* will refer the current Main motion to a standing committee that can examine the subject further and return to group with results.

- *Motion to Lay on the Table* will set aside the pending Main motion indefinitely unless a majority of the members wish to bring the subject up again.
- *Move to Previous Question* will immediately close debate, prevent any further subsidiary Motions, and bring the pending Main motion to a vote.

### **Privileged Motions**

Privileged motions are different from the first two classes because they are not usually related to the pending business at hand. However, they have to do with special matters of immediate importance which, without debate, should be allowed to interrupt the consideration of anything else. Privileged motions rank *first* in the order of precedence, with a couple of minor exceptions.

Some examples of Privileged motions are:

- *Call for Orders of the Day* will force a group that has gotten away from its original agenda to enforce its schedule strictly, unless a 2/3 majority decides to set the agenda aside.
- *Raise a Question of Privilege* is used when a member is being affected by things such as noise, heat, ventilation, guests, etc. The member can then interrupt pending business to take care of the item that is bothering him or her.
- *Move to Recess* can be used to take a short break even when business is pending. In order to use this motion, the maker of the motion must specify a length of time for the recess.
- *Move to Adjourn* is a motion made by a member that will end the meeting immediately. A member can make this motion even if business is still pending, provided that a time for the next meeting has been officially set.

### **Incidental Motions**

Finally, Incidental Motions are used when members have specific questions about procedure or questions about the voting that has taken place on the pending or main motion. These motions generally must be dealt with immediately, and most are non-debatable. Another difference between Incidental Motions and other motions are that generally members do not have to wait for the Chair to recognize them. Simply standing up and making the motion is legal. Although there are many different Incidental Motions, the ones that are the most frequently used in Political Conventions are:

- *Point of Order* is used by a member to question whether a breach of parliamentary procedure has occurred. The Chair will rule on this question and the ruling will stand.
- *A member who doubts the Chair's ruling in a voice vote uses division of the House.* The Chair will then take a standing count of the votes for and against a motion.
- *Division of the Question* is used to separate a main motion into separate parts. The two motions must be able to stand as separate motions. Then each question is considered separately instead of one main motion.
- *Requests for Inquiries:* There are several of these, the most important ones are listed below:
  1. *Parliamentary Inquiry* is an inquiry as to the Chair's opinion on a matter of parliamentary procedure.
  2. *Point of Information* is an inquiry as to facts affecting the business at hand—always directed to the Chair.

## **Seconding a Motion**

In parliamentary procedure, there is a potential for many frivolous motions. In order to make sure at least one other member wants to discuss a motion, all Main, Subsidiary, and privileged motions require a “second.” After someone makes a motion, a different member of the group may just call out “second” or “I second the motion” in order to let the Chair know that there is more than one person interested in debating the topic.

## **Debating a Motion**

After a motion has been moved and seconded, debate starts. There are certain rules of debate that help to keep the debate orderly and quick. Here is a summary of the important rules of debate:

1. The maker of the motion gets the first opportunity to speak about the motion first.
2. After the maker of the motion speaks, the Chair will try to alternate between arguments that support the motion and arguments that oppose the motion.
3. All comments made during debate **MUST** be relevant to the current motion. The Chair has authority to interrupt a speaker and ask them to sit down if they are not being relevant.
4. The Chair will only recognize people who get his/her attention, therefore it is in your best interest to stand up and loudly say “Mr. (or Madame) Chair!”
5. Always remember to speak to the Chair when debating. Never debate another member directly. When speaking about another member’s statements, address the member in the third person—pretend you are telling the Chair about what that other person said. (Use “he” or “she” instead of “you”).

## **Voting**

After debate has ended, the motion will come up for a vote. The Chair will ask for any further debate, and if there is none, he/she will directly proceed to a vote. Generally, most business is taken care of with a voice vote, where the Chair will ask for the “yeas” and “nays.” Once both have spoken up, the Chair will use his/her judgment to determine which side has a majority. If there is any question on the Chair’s ruling then a member usually calls for a Division of the House, and the vote will be retaken, members will stand instead of using their voices.



In political conventions, when it is time to choose a nominee and adopt a platform, a roll call vote is used. This is a vote where the clerk, secretary, or records officer uses the attendance list and records each person’s vote individually. This is rather time consuming, it is generally used only for important matters such as the two mentioned above.

## Easy Reference Guide for Motions

<b>Motion</b>	<b>Type*</b>	<b>In order when another has the floor</b>	<b>Requires a second?</b>	<b>Debatable?</b>	<b>Vote Required for Adoption</b>
Main Motion	M	No	Yes	Yes	Majority
Adjourn	P	No	Yes	No	Majority
Amend a Motion	S	No	Yes	Yes	Majority
Refer to Committee	S	No	Yes	Yes	Majority
Division of Assembly	I	Yes	No	No	Demand of Single Member
Division of Question	I	No	Yes	No	Majority
Point of Information	I	Yes	No	No	Not voted upon
Lay on the Table	S	No	Yes	No	Majority
Call for Orders of the Day	P	Yes	No	No	Demand of Single Member
Point of Order	I	Yes	No	No	Ruled upon by the Chair
Parliamentary Inquiry	I	Yes	No	No	Not voted upon; Responded to by Chair
Postpone Indefinitely	S	No	Yes	Yes	Majority
Move to Previous Question	S	No	Yes	No	2/3 Majority
Question of Privilege	P	Yes	No	No	Ruled upon by Chair
Recess	P	No	Yes	No	Majority
Suspend the Rules	I	No	Yes	No	2/3 Majority
* M= Main Motion, P= Privileged Motion, S= Subsidiary Motion, I= Incidental Motion					





**Excerpt of 2014 House Bill No. 403 Miscellaneous Legislation**

LEGISLATURE OF THE STATE OF IDAHO  
Sixty-second Legislature Second Regular Session - 2014

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 403

BY TRANSPORTATION AND DEFENSE COMMITTEE

1 AN ACT  
2 RELATING TO LICENSE PLATES; AMENDING SECTION 49-402, IDAHO CODE, TO PROVIDE  
3 A CODE REFERENCE AND TO MAKE A TECHNICAL CORRECTION; AMENDING CHAPTER  
4 4, TITLE 49, IDAHO CODE, BY THE ADDITION OF A NEW SECTION 49-420M, IDAHO  
5 CODE, TO PROVIDE FOR IDAHO 4-H PLATES; AND PROVIDING AN EFFECTIVE DATE.

6 Be It Enacted by the Legislature of the State of Idaho:

7 SECTION 1. That Section 49-402, Idaho Code, be, and the same is hereby  
8 amended to read as follows:

9 49-402. ANNUAL REGISTRATION. (1) The annual fee for operating each  
10 pickup truck, each neighborhood electric vehicle and each other motor ve-  
11 hicle having a maximum gross weight not in excess of eight thousand (8,000)  
12 pounds and that complies with the federal motor vehicle safety standards as  
13 defined in section 49-107, Idaho Code, shall be:

14 Vehicles one (1) and two (2) years old .....\$48.00  
15 Vehicles three (3) and four (4) years old .....\$36.00  
16 Vehicles five (5) and six (6) years old .....\$36.00  
17 Vehicles seven (7) and eight (8) years old .....\$24.00  
18 Vehicles over eight (8) years old .....\$24.00

19 There shall be twelve (12) registration periods, starting in January  
20 for holders of validation registration stickers numbered 1, and proceed-  
21 ing consecutively through December for holders of validation registration  
22 stickers numbered 12, each of which shall start on the first day of a calendar  
23 month and end on the last day of the twelfth month from the first day of the  
24 beginning month. Registration periods shall expire midnight on the last day

In addition to bills, the Idaho Legislature considers the following types of legislation:

**JOINT MEMORIAL:** A petition usually addressed to the President, the Congress, or some official or department of the United States Government, requesting an action which is within the jurisdiction of the official or body addressed. A Joint Memorial is acted upon in essentially the same manner as a bill, and must be passed by both houses. It is not signed by the Governor.



**JOINT RESOLUTION:** A measure used only to propose an amendment to the State Constitution or to ratify amendments to the Federal Constitution. A Joint Resolution requires approval of two-thirds majority of each house and does not have to be signed by the Governor (in all other respects, the parliamentary procedure necessary to adopt a Joint Resolution is the same as it is for bills).

**CONCURRENT RESOLUTION:** A measure not having the force of law, and normally used for one of four purposes: (1) To manage and regulate the internal affairs of the Legislature, such as providing for the printing of bills; (2) To express appreciation on the part of the Legislature; (3) To direct interim studies by the Legislative Council; or (4) To formally express a point of view or opinion. A Concurrent Resolution is acted upon in essentially the same manner as a bill.

**SIMPLE RESOLUTION:** Simple Resolutions are passed by only one house of the Legislature and are not signed by the Governor. They deal with internal housekeeping, setting salaries, procedural rules, etc.

## **Referendum and Initiative**

The people of the State of Idaho have the power to approve or reject at the polls any act or measure passed by the Legislature. This power is known as the referendum and is granted by the State Constitution in Article III, Section 1. This section also grants the people the power to propose laws and enact them at the polls independent of the Legislature. This power is known as the initiative.

Legal voters may initiate legislation for consideration by the voters, or demand a referendum vote by the people on any act or measure passed by the Legislature.



## State Government Study

1. In which legislative district do you live? If you live near the boundary of the District, check with the Auditor's Office or Elections Office in your county to determine the district which includes the precinct where you live.

District # \_\_\_\_\_

2. Who represents you in Boise? Name your legislators.

**Senator:**

Name \_\_\_\_\_

Home Address \_\_\_\_\_

City \_\_\_\_\_, Idaho Zip \_\_\_\_\_

Political Party \_\_\_\_\_

Committee Assignments \_\_\_\_\_

**Representative:**

Name \_\_\_\_\_

Home Address \_\_\_\_\_

City \_\_\_\_\_, Idaho Zip \_\_\_\_\_

Political Party \_\_\_\_\_

Committee Assignments \_\_\_\_\_

**Representative:**

Name \_\_\_\_\_

Home Address \_\_\_\_\_

City \_\_\_\_\_, Idaho Zip \_\_\_\_\_

Political Party \_\_\_\_\_

Committee Assignments \_\_\_\_\_

3. Put this agenda in the correct order

- \_\_\_\_\_ Unfinished Business
- \_\_\_\_\_ Announcements
- \_\_\_\_\_ Call to Order
- \_\_\_\_\_ Minutes
- \_\_\_\_\_ Roll call
- \_\_\_\_\_ Adjournment
- \_\_\_\_\_ New Business
- \_\_\_\_\_ Committee/Officer Reports

4. Why do we "second" motions in meetings?

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5. For each of the following items, write in which motion you would use to do the following:

If I wanted to:	Then I would:
Ask the chair how to correctly make a motion	
Complain about the stuffiness of the room	
Change one part of a motion to clarify it	
End the meeting	
Ask the Chair whether someone is following parliamentary procedure	
Take a short break	
End debate and proceed to a vote	
Introduce business to the group	

6. Arrange the following statements in the order that the events occur in the course of a bill moving through the Senate.

A	Read second time, section by section
B	Referred to a standing committee
C	After third reading and passage in the House, the bill is certified and returned to the senate
D	Transmitted to the Governor
E	Third reading and final passage
F	Read first time by title in the Senate
G	Placed on Senate calendar for second reading
H	Transmitted to House to be signed in open session
I	Sent to House to repeat the process
J	Given chapter numbers in session laws and permanently filed by Secretary of State
K	Considered by a standing committee
L	Placed on a calendar for third reading
M	Signed by Governor
N	Signed in open session by the President of the Senate
O	Reading and record of committee report

\_\_\_\_\_ 1      \_\_\_\_\_ 2      \_\_\_\_\_ 3      \_\_\_\_\_ 4      \_\_\_\_\_ 5      \_\_\_\_\_ 6      \_\_\_\_\_ 7

\_\_\_\_\_ 8      \_\_\_\_\_ 9      \_\_\_\_\_ 10      \_\_\_\_\_ 11      \_\_\_\_\_ 12      \_\_\_\_\_ 13      \_\_\_\_\_ 14

\_\_\_\_\_ 15

**Suggested Activities for Legislative Branch:**

Select one or more activities to do, and answer any questions. Have your leader date and initial the activity when it is complete. Attach all reports and written work with your record book (#91950).

<b>Activity</b>	<b>Description</b>	<b>Initials &amp; Date</b>
Report	In order to learn the facts about Idaho's government, get a copy of the state constitution (from a library, state representative, the secretary of state, internet, etc.). Read the constitution and make a note of interesting facts you learn about the Idaho state government. Write a report about what you've learned.	_____
Report	Find out how to become a legislative page, and what the responsibilities of a page are. Write a report with this information.	_____
Interview	Attend a session or talk given by a member of the Legislative staff. Find out what their role is in the Legislature. Write a report.	_____
News Report	Follow a bill through the legislature. Collect newspaper or web articles on it. Summarize the pro and con arguments and write about what finally happened to the bill.	_____
Report	Tour the state capitol. Describe some of the things you saw and learned about the capitol and its history.	_____
Report	Visit a legislative committee meeting. Report about the bill they were discussing and what happened to it. Discuss any testimony, votes, tablings, etc.	_____
Report	Observe the legislature in session. Discuss the bill they were debating and some of the pro and con arguments.	_____
Interview	Contact the legislator who represents your legislative district. Ask him /her about the legislative session and the bills they sponsored, supported, or helped defeat. Write a report about what they tell you.	_____
Other	Describe:	_____

## Executive Branch

An important leader in state government is the Governor. This person symbolizes Idaho. The constitution gives the governor executive power, which means he or she is responsible for administering the law and carrying out the programs of the legislature. The constitution requires that the governor be at least 30 years old and a citizen of the state for two years.

The governor has certain powers and responsibilities. These include:

1. Appointing department heads and members of boards and commissions
2. Drafting and recommending a budget to the legislature
3. Calling special sessions of the legislature
4. Executing and enforcing all state laws
5. Approving or vetoing laws passed by the legislature
6. Other duties such as issuing executive orders and calling out the National Guard.

At the county level, the executive branch is represented by your County Commissioners and the local City Council. Every county in Idaho has a board of three Commissioners elected by county residents. City Councils may vary in numbers, but are elected by town and city residents. These people are responsible for administering county and city laws, levying local taxes, and providing for the programs of the county, city, and residents within both.

In addition to the governor, the executive branch includes a number of other state elected officials and departments:

**Lieutenant Governor** - The presiding officer of the Senate, acting Governor upon the absence of the Governor, and next in line to succeed to the Governorship, and other special duties as assigned by the Legislature and the Governor.

**Secretary of State** - Chief Elections Officer, files bills, proclamations, orders, legislative and executive documents, registers lobbyists, etc.

**Controller** - Chief fiscal officer, manages the fiscal matters of the state, including paying all obligations of the state and all state employees, and manages the state's central Computer Service Center.

**Treasurer** - Receives all state moneys, accounts for receipt and disbursement of public funds, invests surplus funds, issues instruments of state debt and pays all state obligations.

**Attorney General** - Chief legal officer, responsible for advising and representing the state in legal cases, advises the government on constitutional questions.

**Superintendent of Public Instruction** - Chief executive officer of the State Department of Education, exercises general supervision of the Department, provides technical and professional assistance and advice to all school districts, *ex officio* member of the State Board of Education.

Also included in the executive branch are the heads of administrative offices and commissions appointed by the governor.

## **Departments of State**

Department of Administration	Department of Juvenile Corrections
Department of Agriculture	Department of Labor
Department of Commerce	Department of Lands
Department of Correction	Department of Parks and Recreation
Office of the State Board of Education	Idaho State Police
Department of Environmental Quality	Department of Self-Governing Agencies
Department of Finance	Idaho State Tax Commission
Fish and Game Department	Department of Transportation
Health and Welfare Department	Department of Water Resources
Department of Insurance	

## **Boards and Commissions**

Idaho has a wide variety of state boards and commissions. Members act in an advisory capacity and provide a link between the people of Idaho and the executive office.

Some of these boards regulate the licensing of people and businesses in certain trades (for example, the Board of Cosmetology). Others, such as the Children at Risk Task Force, focus on issues and help incorporate public views into decision-making. They collect information, hear public viewpoints and make recommendations to the Governor.

Examples:

Alfalfa Seed Commission	Commission on the Arts
Board of Barber Examiners	Beef Council
Idaho State Bar	Brand Board
State Building Authority	Capitol Commission
Board of Correction	Dairy Products Commission
State Board of Education	Fish and Game Commission
Horse Board	Board of Medicine
Land Board	Public Utilities Commission



## Executive Branch Study

1. Who is the governor of Idaho? \_\_\_\_\_

What is their political party? \_\_\_\_\_

2. Who is the Lieutenant Governor of Idaho \_\_\_\_\_

What is their political party? \_\_\_\_\_

3. Name two other elected or appointed members of the Executive Branch and their position.

Name	Position
Elected/Appointed	
_____	_____
_____	_____

4. Name one state appointed board or commission that is represented or works in your community and tell how it affects you or your community. (Example: Board of Cosmetology - certifies beauticians and beauty salons.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Suggested Activities For Executive Branch:**

Select one or more to do, and answer any questions. Have your leader date and initial the activity when it is complete. Attach all reports and written work with your record book (#91950).

Activity	Description	Initials & Date
Interview	Interview one or more state employees (not elected officials) in your local area. Find out what they do and how the state agency they work for serves state citizens. Include what you found in a brief report.	_____
Interview	Visit the office of one of the executive branch elected officials (governor, lieutenant governor, etc.) and talk to someone about his/her job. Find out the kind of business/problems, etc., they deal with, how they came to be elected to that office, their background, etc. Write your information as a brief report.	_____
News Report	If an elected official addresses the KYG delegates during the conference, report what he or she said about his or her job, background, plans, interests, etc. Write it up as if you were writing an article for a newspaper.	_____
Report	Collect news articles about the governor. Report his or her views on an issue (i.e. did he or she sign or veto a particular bill, and why). Write a brief report about what you found.	_____
Interview	Interview a locally appointed person. Ask them about the responsibilities of their job, and who appointed them. Write a brief paragraph about what you learned.	_____
Interview	Interview a State Department of Lands administrator. Ask him or her what their duties are, and how they got their job. Write the interview up as if you were going to submit it to a local paper.	_____
Interview	Interview a local Fish & Game Law Enforcement officer. Ask them about their job, specifically what they do and what kind education and training did they have to have. Write a short report about the interview.	_____
Report	Attend a public hearing in your area. Record the pro's and con's of the issue being discussed. Who chaired (or ran) the meeting? Write a brief report about what you witnessed and heard during the hearing.	_____

Report

Attend a meeting or watch a TV program where a member of the executive branch speaks, such as the governor's "State of the State Address", and write a report about the speech.

Other

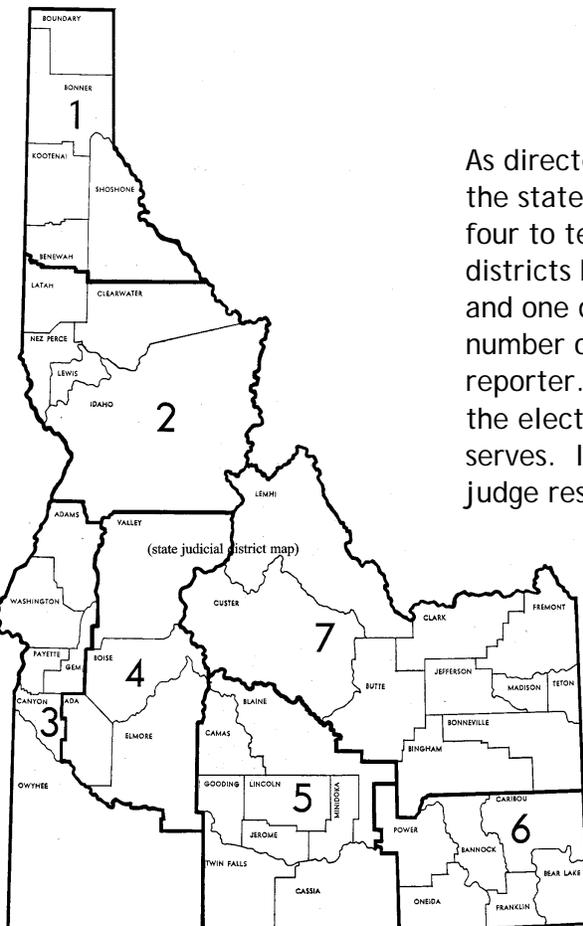
Describe:

## Judicial Branch

The Idaho Constitution gives the judicial power to the Courts of the state. The courts provide a means for settling disputes between citizens (through civil suits) and for prosecuting criminal charges brought against individuals by the state (in criminal cases). In carrying out their responsibilities, courts are called upon to apply and interpret the law and to protect the constitutional rights of individuals against arbitrary or unauthorized action by the government.

Sometimes the judiciary is called upon to determine whether the laws passed by the legislature or the actions of the executive branch of government are in conflict with the constitution of the United States or with the Idaho Constitution. If such laws or acts are unconstitutional, the courts have the power to set them aside. This power of the courts to declare legislative or executive acts unconstitutional is often referred to as "judicial review". The courts are conducted by judges with the assistance of court administrators and clerks. All of the judges (together with their administrators and clerks) from all the levels of the court system make up the judicial branch of government.

Idaho's court system today is recognized as a model for other states. Constitutional amendments and legislative changes in the early 1960's increased the Idaho Supreme Court's rule-making powers and gave it additional responsibilities for supervising the work of trial courts. The judicial reform measure also streamlined the trial courts by consolidating probate, justice and municipal courts.



### State Judicial Districts

As directed by the Constitution the Legislature has divided the state into seven judicial districts, each comprised of four to ten counties, two districts having four judges, three districts having five judges, one district having seven judges, and one district having nine district judges. The total number of district judges is 39. Each judge has a court reporter. A district judge is elected for a four-year term by the electorate of the judicial district in which the judge serves. Idaho has 82 magistrate judges, with at least one judge resident in each county.



## **The Supreme Court**

The Idaho Supreme Court is the State's court of last resort. The Court hears appeals on issues of law from the lower courts. It also has original jurisdiction (that is the power to hear cases from their beginning) in matters involving certain claims against the state, and to issue all writs necessary to complete the exercise of its appellate jurisdiction. For the convenience of litigants (the people involved in the cases), the Idaho Supreme Court is one of the few "circuit-riding" supreme courts in the country. It holds twelve terms of court: four in Boise, two in Twin Falls, two in Pocatello, two in Lewiston-Moscow, and two in Coeur d'Alene.

The Supreme Court consists of five justices who are elected at large, on a nonpartisan ballot, for a term of six years. A candidate for justice must be a qualified elector and a duly qualified attorney-at-law. The chief justice is elected by a majority of the justices, and serves as executive head of the state judiciary. The governor has the power to appoint justices whenever a vacancy occurs. The person appointed fills the position until the next election for that seat is held.

## **The Court Of Appeals**

The Idaho Court of Appeals hears appeals from the district courts which are assigned by the Supreme Court. While decisions of the Court of Appeals may be appealed to the Supreme Court, the Supreme Court is not required to grant the appeal. In most cases, decisions by the Court of Appeals are final. The Court of Appeals has three judges, who review cases as a panel. While located in Boise, the judges may hear appeals arguments anywhere in the state.

- A panel of several judges listen to and decide the case
- Hear cases that have been decided in a lower court
- No evidence is presented
- Lawyers only make arguments
- Gives its' decisions in a written opinion
- Their decisions must be followed by all the trial courts that are under them

## **The Trial Courts**

The district court is the trial court of general jurisdiction (can hear any kind of case). A magistrate division exercises limited (by subject matter or amount) jurisdiction. The magistrate division has a small claims department. The district court judges have original jurisdiction in all cases and proceedings. They may hear appeals from the magistrate division, and certain agencies and boards. There are 39 district court judges, who sit in each of the 44 counties. They are Idaho attorneys, elected by nonpartisan ballot within the judicial district in which they serve. Each district court judge is served by a court reporter who makes a record of all proceedings and testimony in a case.

Judges of the magistrate division hear many different kinds of cases, including: juvenile proceedings, divorces, criminal misdemeanor offenses and civil trials involving limited claims. They may issue warrants for the arrest or search warrants and may conduct preliminary hearings to determine probable cause on felony complaints.

There are 82 magistrates, with at least one magistrate resident within each county. Seven district trial court administrators assist with judicial duties. Magistrates may also hear small claims cases where \$3,000 or less is involved. The small claims department is designed to provide a quick inexpensive solution to such claims. No attorneys are allowed in small claims cases, nor are there jury trials. Appeals from small claims decisions are taken to a lawyer magistrate judge.

- One judge conducts the trial
- Jury or single judge decides the case
- Lawyers present evidence
- Witnesses swear to tell the truth and answer questions from lawyers
- Is the first court to decide who should win in a dispute

Is the first court to decide whether or not the defendant is guilty

### **Preparation for a Jury Trial – Overview**

#### Step 1 Legal Conflict

There is a conflict that can be decided by taking it to court. (Not all conflicts can be decided by courts of law.) In criminal cases, the conflict is between the government and the person accused of committing the crime.

#### Step 2 Attempted Settlement

In civil cases, the lawyers try to settle the conflict without having to go to court. If this doesn't work, the person with the complaint can decide to take it to court.

#### Step 3 Filing Papers

In civil cases, a paper called a complaint is filed in court that describes the plaintiff's claim against the defendant. The defendant's lawyer can then file an answer that denies the complaint in some way. In criminal cases, the pleading is called the indictment. It states the government's charge or complaint against the defendant.

#### Step 4 Lawyers Get Facts

Lawyers get all the facts by interviewing witnesses and examining evidence (such as x-rays or medical bills). They may go to the scene of the crime or accident. Sworn written statements witnesses make before a trial in response to lawyers questions are called depositions. There are certain rules lawyers must follow when taking depositions.

#### Step 5 Lawyers Prepare for Trial

Lawyers decide which facts are important to bring out at the trial and prepare questions that will get witnesses to testify about those facts. The lawyers usually go over the questions with their witnesses before the trial.

#### Step 6 Trial Begins

Criminal trials must occur within a short time (30-60 days) after indictment, because of the constitutional right to a speedy trial (Sixth Amendment). It usually takes several months to a year for a civil case requiring a jury trial to come to court. To open the court, the bailiff calls the court to order. The judge comes in and the name of the case is announced.

### Step 7 The Voir Dire

More than 12 jury members are chosen for every case. During voir dire, the lawyers and judge ask the prospective jurors questions and the lawyers decide which jury candidates they want as jurors on that case. A panel of up to 36 is sworn in and selection of the jury (12 general in superior court, 6 in district court) plus two alternates is made from the panel.

### Step 8 Opening Statements

The plaintiff's lawyer (or the prosecutor) gives the opening statement first. The defense lawyer can make his/her opening statement at that time or just before questioning his/her witnesses. In the opening statement, the lawyer greets the jury, summarizes the case from the perspective of the plaintiff or defense, summarizes the evidence to support their side and requests a verdict in favor of their side.

### Step 9 Prosecution/Plaintiff Case-in-Chief

Plaintiff's lawyer (or prosecutor) calls his/her witness(es) to the stand first. The lawyer asks the witnesses questions to bring out facts that are favorable to the plaintiff's (or prosecution's) case. The lawyer also presents physical evidence and asks the witness who know about it to identify it. After direct examination of each witness for the plaintiff (or prosecution), the lawyer for the defendant cross-examines by asking the witness more questions to bring out facts which are favorable to the defendant or which show that the witness is unsure, confused, or not telling the truth in his/her testimony.

### Step 11 Motion to Dismiss

After all the plaintiff's (or prosecution's) witnesses have testified and all the evidence has been presented, the defendant's lawyer may ask the court to dismiss the case, or throw it out of court. If the judge thinks that all of the plaintiff's evidence was not enough to prove his/her case, the judge will dismiss the case. That would be the end of the trial. However, few cases are dismissed. Usually judges go ahead with the trial and ask the defendant to try to support his/her side of the case.

### Step 12 Defense Case-in-Chief

The defendant's lawyer calls the defense witnesses to the stand and asks questions to bring out facts that are favorable to the defendant. The lawyer also presents physical evidence favorable to the defendant and asks a witness who knows about it to identify it. The plaintiff's lawyer (or prosecutor) may cross examine each of these witnesses for the defense by asking them specific questions which might bring out facts favorable to the plaintiff (or prosecution) or which might show they are unsure, confused, or not telling the truth in their testimony.

### Step 13 Closing Arguments

After all the testimony has been heard, each lawyer makes a short speech to the jury. First, the plaintiff's lawyer (or prosecuting attorney) speaks. Then, the defendant's lawyer gets a turn. Both lawyers thank the jury, review the evidence that has been admitted that support their case, argue how the evidence establishes legal responsibility (using the law), discuss the other side's weaknesses, and ask for a verdict.

#### Step 14 Judge Instructs the Jury

After the closing statements, the judge reads instructions to the jury about the law applicable to the case.

#### Step 15 Jury Deliberates

The jury leaves the courtroom and is taken by the bailiff to a private room where they will make their decision. Their decision is called the verdict.

#### Step 16 Reading of the Verdict

The jury returns to the courtroom. The jury foreperson reads the verdict to the judge. The trial is then over. (In criminal cases, the bailiff takes charge of the defendant if he/she is found guilty.)

### **Putting on a Mock Trial**

<http://www.azflse.org/download.cfm?filename=2007SimplifiedRulesofEvidence&type=pdf&loc=mocktrial>

### **Steps in a Mock Trial**

<http://www.azflse.org/download.cfm?filename=2007StepsinaMockTrial&type=pdf&loc=mocktrial>



## Judicial Language

**Appeal** - Take a case to a higher court for review.

**Attorney** - Lawyer, counsel.

**Civil Case** - An action in which one person sues another person for damages or other relief because of some injury or wrong done.

**Clerk** - Court official who keeps court records, official files.

**Criminal Case** - An action brought by the state, county, or city against an individual, charging the person with committing a crime.

**Felony** - A very serious crime such as murder or armed robbery, where imprisonment is usually for more than one year.

**Jurisdiction** - The area and types of cases which a court has authority to hear and decide.

**Jury** - A group of people (usually twelve), chosen by law and found satisfactory to both sides in a lawsuit, to decide the facts of the case and enter a verdict.

**Lawyer** - A person who has been licensed to represent others in legal matters.

**Misdemeanor** - A less serious crime, such as resisting arrest or petty larceny, where imprisonment cannot be in the state penitentiary.

**Testimony** - Evidence given by a witness under oath.

**Trial** - A proceeding in a court for the purpose of settling a legal problem by considering the evidence on both sides.

**Warrant of Arrest** - a written order to arrest a certain person issued by a court to a peace officer (police officer, sheriff, etc.)

**Writ** - An order of the court directing someone to do something.





## Judicial Branch Study

1. Name one Idaho Supreme Court Justice

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2. Name a magistrate judge from your county

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3. What kinds of cases does he/she hear?

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4. Name a district court judge who hears cases in your county

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Trial court or appeals court? Circle T for trial and A for appeals court

- |       |   |   |
|-------|---|---|
| 5. T  | A | Lily testifies that the bank robber wore a mask                       |
| 6. T  | A | The group of judges listen to the lawyers argue                       |
| 7. T  | A | The jury decides that it was the stores fault that Joey got hurt      |
| 8. T  | A | Terry asks the court to set aside his death sentence                  |
| 9. T  | A | Ms. Walters, the attorney, argues that her client should win the case |
| 10. T | A | Issues a written opinion that the school had violated Jim's rights    |
| 11. T | A | The bailiff swears in the witness                                     |
| 12. T | A | The gun used in the robbery is admitted as evidence                   |
| 13. T | A | Writes its' decision that the judge made a mistake in the case        |

### Suggested Activities For Judicial Branch:

Select one or more activities to do, and answer any questions. Have your leader date and initial the activity when it is complete. Submit all reports and all written work with your record book (#91950).

Activity	Description	Initials & Date
Report	Visit a local court during a trial by jury write report about it. Talk about what you saw and the roles of the people involved (i.e. the judge, prosecuting attorney, witnesses, etc.)	_____
Report	Report about the Mock Trial at the KYG Conference. Discuss what you saw and what the roles of the people were who were involved, such as the judge, prosecuting attorney, witnesses, etc.	_____
Report	Tour the Supreme Court Building. Describe some of the things you saw and learned about the building and its history.	_____
Report	Tour your County Courthouse. Describe some of the things you saw and learned about the building and its history. What types of trials are held in this courthouse? Whose offices are located this courthouse?	_____
Interview	Interview a judge or attorney. Find out what they had to do to qualify for their job (education, did they run for election, were they appointed, etc.). Find out something about their job and how they fit into the judicial branch of government. Write a brief report.	_____
Report	Follow a court trial in the newspaper, on TV, on the radio, or via the internet. Summarize the case (include both sides) and talk about what happened (the verdict).	_____
Report	Report on a trial or threatened legal action in your local area that is important to your town or county. What are the issues involved? Collect information from your county officials, local newspaper, local TV news broadcast, or the internet. Write a report summarizing the issues and what outcomes those involved hope to see.	_____
Interview	Interview a court clerk or bailiff. Ask them what their responsibilities are during a trial. Ask them what type of education or training they had to have to be eligible for this position.	_____
Other	Describe	_____

## Who Influences Our Government?



Who *does* influence government? We pay taxes - on our houses, clothing, income - on almost everything we buy. We pay fees for license plates on our cars, to use state parks, and to hunt or fish. We pay money that supports state, local and federal government. We influence government every time we vote. But who really decides how our money is spent and how our representatives vote on key issues? How do they find out how we feel about key issues? How do they know which issues we feel are important?

**We have to let them know.** It's as basic as that. We have to make our voices heard. If we don't speak out individually or as a member of a group, they won't know what we want or what we think. Plenty of other people speak up. If we don't make ourselves heard, we leave it to everyone else to have their say.

### **Lobbyists (or Legislative Advisors)**

Lobbying influences public policy by persuading the key decision makers - legislators, administrators or the Governor - to act in a certain way. A person is lobbying when he or she communicates with a public official for the purpose of supporting, modifying or delaying legislative or administrative action.

If a person accepts payment for his or her services as a lobbyist, he or she must register with the office of the Secretary of State and comply with the "Sunshine Law" for political funds and lobbyist disclosure. Registered lobbyists are required to file periodic reports of their activities which disclose contributions and expenditures used for the purpose of impacting legislation.

Lobbying groups supply information to legislators. Lobbyists may assist legislators in drafting legislation. They may be asked for input, to secure constituent opinions, and/or to test reactions to proposed legislation. Professional lobbyists speak out often; they may live in or near Boise and talk to legislators frequently on various issues. Some lobbyists were legislators at one time, so they know the ropes. They might even personally know lots of people in powerful places. Input into the legislative process varies from the once-in-a-lifetime effort of an individual citizen to the polished efforts of professionals.

After a bill is introduced in the House or Senate and sent to a committee, the committee reviews the bill, discusses its merits and gathers information through written and verbal testimony. Anyone can submit information and/or testify by contacting the committee secretary. Legislators are bombarded from all sides by persons who have a wide variety of interests. Becoming educated on it all is nearly impossible. Legislators count on lobbyists to supply many of the facts needed to make an informed decision. A lobbyist who has a good reputation for supplying factual information can have a big impact on the decisions being made.

## **Citizen Participation**

Citizen participation occurs when individuals or small groups of people making their opinion on an issue known to their elected representatives or to state employees is citizen participation. Effective participation occurs when citizens share their opinions with others in a nonjudgmental manner that is not self-righteous. When expressing an opinion, it's best to tell about your own experience and how or why you think it relates to the issue being considered.

It is important that groups and individuals focus their responses to specific issues. They should suggest a plan as to what they want to see happen regarding the issue. Public officials respond to individuals or small groups if their ideas are clearly communicated and supported by a broad cross-section of the constituents.

There are several ways for citizens of all ages to make their views known:

- ❖ Write letters to legislators or the Governor.
- ❖ Be knowledgeable about the issues and discuss them with their legislators.
- ❖ Organize support groups to make their concern a public issue.

The decision-making process for local government is much more informal and citizen input can be given at many stages. Citizen input is extremely critical at the local level, and the governmental process is generally more accessible. However, citizens frequently tend to overlook the possibilities for involvement until a problem or crisis occurs. Ways to become involved include:

- ❖ Learning about the structure of government. If you are interested in school issues, become familiar with what the school board can and cannot do.
- ❖ Knowing the people involved. The roles of administrators and elected officials are quite different, and each person can provide important information.
- ❖ Paying attention to the budget. At all levels of government, most decisions are connected in some way with the availability of money. At the local level, it is especially important to follow this process.

## **When Can You Make A Difference?**

There is no completely perfect time to communicate your views on an issue to the appropriate decision-makers. Elected officials at all levels of government welcome and encourage citizen involvement at any time. However, if you wish to maximize your chances of having an impact on a particular issue, there are some times when communication from citizens, as individuals and groups, is most effective.

### **State Legislation:**

- ❖ **Bill introduction/assignment to a committee.** Write to the sponsor of the bill and the chairperson of the committee to which it has been assigned. Every committee has more bills to consider than it can possibly handle in a session. If it is a bill you strongly favor, do everything you can to get it on the committee's agenda. Give good solid reasons why the bill should be given support and preferential treatment.
- ❖ **Committee action.** This is the important time for testimony and letters. Write to encourage committee action (particularly if your legislator is a member of the committee). Write letters or give testimony in support or opposition. Follow the action by talking with committee aids and your legislator to determine appropriate strategies, timing, etc. Many bills are changed or killed in committee because a convincing amendment or argument was presented at the committee meeting.
- ❖ **Debate on floor of House or Senate - vote in favor or against.** This is the time for general reinforcement and encouragement for your legislator. Make phone calls or personal visits. Send mailgrams or letters.
- ❖ **If final approval is given, it goes to the Governor for signature.** On some occasions, the chief executive does veto a bill. This frequently happens because individuals or groups have raised some concerns about the legislation.

## **Lobbying Skills<sup>1</sup>**

Lobbying is neither, unethical or bad! It is a very effective way to influence government. Lobbying is not reserved for only the rich and powerful, but is the right and responsibility of all citizens in a representative government or organization.

### **Gather Information**

- ❖ Know your issue well.
- ❖ Know where the people in power stand on the issue and why they feel that way.
- ❖ Find out how the public feels - take a survey, talk to people.
- ❖ Know the money issues involved. What is the cost and how will it be paid?
- ❖ Be sure your information is accurate. It's hard to regain lost credibility.

### **Write Letters**

- ❖ Write individual letters or a letter from your group.
- ❖ Write to government representatives and/or leaders of influential organizations.  
Communicate to the press.
- ❖ Communicate your concerns clearly. Give concise reasons for your support of an issue and specific information on what you would like to have done. If you want information, ask for it.

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<sup>1</sup> \*Adapted from the Family Community Leadership Project, Washington State University Cooperative Extension Service.

### **Make Personal Contacts**

- ❖ Visit in person or by phone.
- ❖ Don't hesitate to talk to staff if the government representative is not available. Staff members are influential.
- ❖ Make your attendance at a public hearing known.

### **Give Testimony**

- ❖ Find out when testimony is allowed and how to be included.
- ❖ Timing is important. Keep track of when influence can be made.
- ❖ Have copies of written testimony available, but deliver it in a conversational manner. Be able to summarize your testimony if other speakers have covered the points you feel are important.
- ❖ Practice your speaking skills.

### **Join Organized Support Groups**

- ❖ Networking is a great way to get organized to lobby. Some networks even raise money to pay a professional lobbyist or pay expenses for a volunteer lobbyist.
- ❖ Organized groups can attend hearings or meetings to show support.
- ❖ Groups can also collect information. If a petition is used, the group can collect signatures.
- ❖ Support for an issue can be shown in a variety of ways - buttons, bumper stickers, T-shirts, signs, etc.
- ❖ Support groups can give awards or recognition to people who have helped the cause.

## **How to Write to Government Officials**

An elected public official seldom tires of hearing from constituents. Letters from constituents do count, and the quantity and quality of mail has been known to reverse many government positions.

It is important that your government officials know your side of the story and how the proposed issue (action) affects you. Government officials cannot read your mind, nor can they listen in on your conversations with your family, friends or neighbors. You must tell them. Do not feel your letter is unimportant and would impose on your representative. Government officials consider information/opinions given to them by their constituents in making up their mind on an issue. Most appreciated are informative letters requesting action on a specific subject of real concern.

## Sample Letter to Legislators and Judges

**To Legislators:** \_\_\_\_\_ County Extension Office  
101 First Street  
Anytown, Idaho 83000  
February 1, 2015

The Honorable \_\_\_\_\_ or The Honorable \_\_\_\_\_  
State Senator State Representative  
State Capitol Building State Capitol Building  
Boise, Idaho 83720 Boise, Idaho 83720

Dear Senator \_\_\_\_\_ or Dear Mr./Mrs./Ms. \_\_\_\_\_

We are 4-H members from \_\_\_\_\_ County, in your district, who plan to be in Boise, February 14-16, 2015 for the Idaho 4-H Know Your Government Conference. Our goal is to learn more about Idaho State Government and you, as someone who represents us. During our stay in Boise, we plan to participate in a Mock Legislative Session, tour the Capitol, and observe the Legislature in session.

We invite you to join us for the 4-H Know Your Government Breakfast on Monday, February 16, 2015, from 7:00 - 8:00 a.m. at the **Red Lion Boise Downtowner, 1800 Fairview, Boise**. We are looking forward to meeting you then and sharing information about the 4-H program in our area.

Sincerely,

Sign all names in group

**To Judges:** \_\_\_\_\_ County Extension Office  
101 First Street  
Anytown, Idaho 83000  
February 1, 2015

The Honorable \_\_\_\_\_ or Judge \_\_\_\_\_  
(Supreme Court Justices) (the other courts)  
Court Name or Judicial District  
Street Address  
City, State Zip

Dear Justice or Judge \_\_\_\_\_,

We are 4-H members from \_\_\_\_\_ County, who plan to be in Boise, February 14-16, 2015 for the Idaho 4-H Know Your Government Conference. Our goal is to learn more about Idaho State Government and the Idaho Judicial System. During our stay in Boise, we plan to tour the Supreme Court Building, learn about the court system, and participate in a Mock Trial.

We are inviting judges from Boise and the surrounding area to join us for the 4-H Know Your Government Breakfast on Monday, February 16, 2015, from 7:00 - 8:00 a.m. at the **Red Lion Boise Downtowner, 1800 Fairview, Boise**. We hope you will be able to join us. We look forward to meeting you then and sharing information about the 4-H program.

Sincerely,

Sign all names in group



## **Who Influences Our Government? Study Questions**

1. What are some ways you could be considered a lobbyist?

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2. Name an organization that is represented by a lobbyist during the legislative session.

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3. How can you influence government at the local level?

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## **Who Influences Our Government Study Questions cont.**

### **The Starting Place: Identify an issue in your Community**

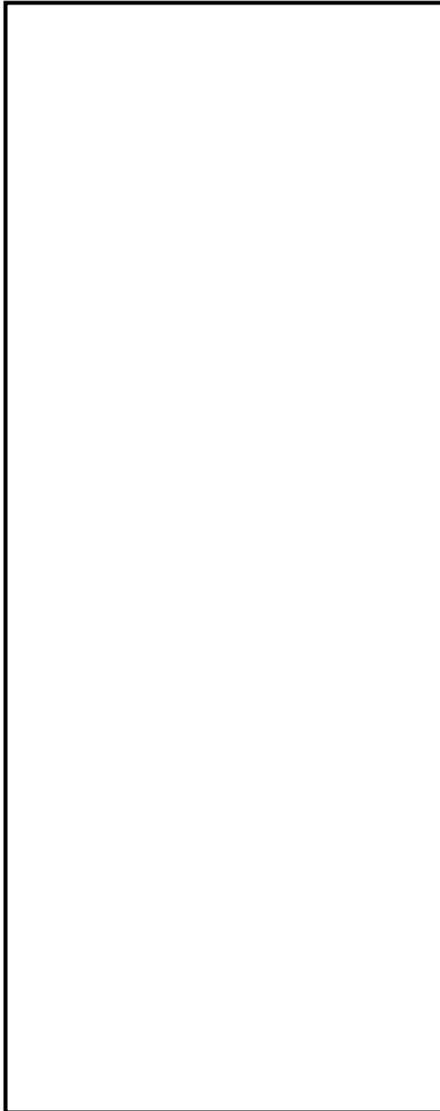
Think of your community and list the issues or problems it is facing. Ideas may include budget cuts that lead to cuts in services, unemployment, etc. Here is an activity to get you going:

You will use three perspectives to identify needs in your community. Decide on three different windows in your community to look through. One could be your home, another your school, and the third a public building. Go to the window and look outside. Invite a friend to go with you. Look carefully and reflect on what you see. Now put on a blindfold and try to describe the view to your friend. Are there signs of things that could be changed? How might you cause those changes to happen. Record what you see.

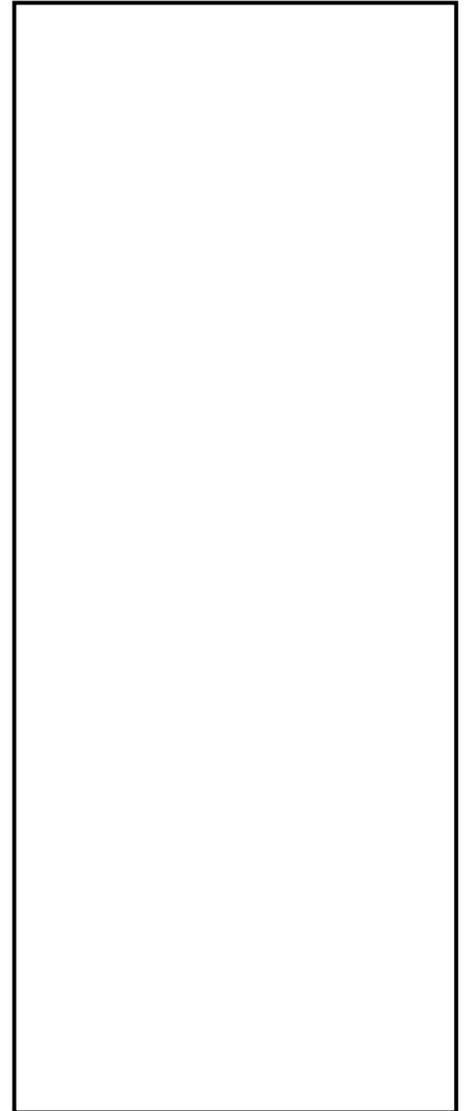
**Window #1**



**Window #2**



**Window #3**



**As members of the community, do you feel you have influence over decisions that could be made to address those issues or problems? If so, how? Fill out the table:**

<b>Issue</b>	<b>Teen Influence? (yes or no)</b>	<b>If yes, How?</b>	<b>If no, how might you want to influence decisions?</b>

**Suggested Activities for Who Influences Government?:**

Select one or more activities to do, and answer any questions. Have your leader date and initial the activity when it is complete. Submit all reports and all written work with your record book (#91950).

<b>Activity</b>	<b>Description</b>	<b>Initials &amp; Date</b>
Report	Write, call, or visit with a legislator. Discuss your views on a particular issue. Write a report about what you talked about and how your legislator responded.	_____
Report	Visit a local government meeting or hearing on an issue. Summarize the views presented by concerned citizens. Discuss what action was taken, if any.	_____
Interview	Interview a lobbyist or report on a talk delivered by a lobbyist. Find out about their job, how they get their information, who they represent, etc.	_____
Report	Look up facts about a current issue. Find out (by interviewing, reading the paper, logging on to a web site) what people in your community feel about the issue. Write some pros and cons regarding the issue. State your position if you wish.	_____
Newspaper submission	Write a letter to the editor of your local newspaper giving your views on a particular issue. Include a copy of what you wrote, and/or the published letter if published.	_____
Report	If you served as a KGY Conference lobbyist (or legislative advisor), write about your experiences. Discuss the bill you lobbied for or against, how you felt about it, whether or not you were able to change anyone's opinion, etc.	_____
Other	Describe:	_____

## News Media

The news media (the web, newspaper, TV, radio, etc.) tells us much of what we know about what our government is doing. The roles of the media in political reporting may include:

- ❖ Reporting events, such as committee meetings or votes on bills or issues.
- ❖ Interviewing government officials, thereby letting the public know where their representatives stand on issues.
- ❖ Providing background information on issues for both the public and officials.



Journalists are the foundation of political reporting. Whether they work for newspapers, television or radio stations, news magazines or other press, they share a common conceptual framework for reporting the news.

The media are important agents in helping us learn about politics and in aiding the formation of public opinion. The media can play a major role in setting the agenda for discussion of public issues. The subject areas which are selected by the media as "news" influence what we think and assist in the development of our general attitudes and beliefs.

At the same time, objectivity (the ability to view the situation from several angles without judging it) in reporting the news is the standard that individual journalists strive for. News reports should be free of opinions and biases.

Editorials by members of the media also play a role in influencing public policy. Editorials may foster public opinion by pointing out deficiencies in public policy, or by supporting or opposing policy on issues, or candidates for election.



### Media Coverage

Press, radio and television correspondents assigned to the Legislature have been allocated desks along the sides of the podium of the chamber floor of each house so they can follow the proceedings. They have also been allocated permanent office space on the lower level of the capitol, except for public television from Boise State University, which has additional space on the fourth floor of the capitol.



## News Media Study Questions

1. What is the name of the daily newspaper(s) for your area?

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2. What TV station in your area reports news about the Idaho State Legislature?

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3. What is the name of a reporter who works for your local newspaper or TV station?

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4. Identify two radio stations that report news about the Idaho State Legislature.

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5. Look up two websites that report Idaho State Legislative business and write down their addresses.

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### **Suggested Activities for News Media:**

Select one or more activities to do, and answer any questions. Have your leader date and initial the activity when it is complete. Submit all reports and all written work with your record book (#91950).

<b>Activity</b>	<b>Description</b>	<b>Initials &amp; Date</b>
Editorial	Clip an editorial dealing with the Legislature from any newspaper or find one on an internet news site. Check previous editions to find the news stories on which the editorial was based. Attach the two on a sheet of paper or print the internet information and analyze the differences between them.	_____
News Editorial	Using a newspaper or a news internet site about the Legislature, select a news editorial. Attach the editorial to a sheet of paper or print the internet article and write a synopsis of it.	_____
Reporting News	Visit a local newspaper, radio or TV station. Who reports the news, and how do they decide what to report? How do they get information about the state Legislature (i.e. do they have a reporter in Boise, use the wire service, etc.)? Write a brief report about what you learned.	_____
Current Issue, News	Gather information about a current issue the Legislature is dealing with and write a news report about it.	_____
Legislative committee, News	Write a news report about a Legislative committee meeting (real or mock) and/or what happened during the floor session (real or mock).	_____
Trial, News	Write a news report about what happened during a trial (real or mock).	_____
Local paper submission	Write a news report about what you did during the KYG Conference or project and submit it to your local newspaper or county 4-H newsletter. Include a copy, if printed.	_____
Local News Broadcast	Watch at least one news report on your local TV station that deals with events happening in the state Legislature. Record how many issues or bills were reported in the broadcast, approximately how much time was spent on each, whether or	_____

not film clips were used, and if so, what was shown. What conclusions can you draw from this about reporting legislative news? Write a brief essay on the information you learned.

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Report

Locate information on a local issue in a newspaper, local TV news station, from radio, or on the internet and write a report about the issue, stating all sides and writing, in your own words, why the issue is important locally.

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Other

Describe:

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## Follow-Up Activities

Delegates to the 4-H Know Your Government Conference or members of the Know Your Government project are expected to share the knowledge you have gained from the conference or project with others in your community. Delegates to the Conference are expected to be involved in the Know Your Government process next year by helping to promote it, recruiting delegates, helping with orientation, etc. Those enrolled in the Know Your Government project are encouraged to attend the Know Your Government Conference if possible.

### **Suggested Activities for Know Your Government Conference and Project Follow-Up Activities:**

Select one or more activities to do, and answer any questions. Have your leader date and initial the activity when it is complete. Submit all reports and all written work with your record book (#91950). Most of these can be carried out individually or as a group.

<b>Activity</b>	<b>Description</b>	<b>Initials &amp; Date</b>
Mock Hearing	<i>Must be a group activity</i> - Using the "Know Your Government-County Government" publication (#11007), set up a mock hearing about something of concern to your community. Write a brief report as a group.	_____
Game	Conduct a "State Government Bowl". This is an activity where teams compete against one another, answering questions related to state government. Points are awarded for correct answers, and the team with the most points wins. Write a brief report about the process.	_____
Game	Conduct a "Local Government Bowl". This is an activity where teams compete against one another, answering questions related to local government. Points are awarded for correct answers, and the team with the most points wins. Write a brief report about the process.	_____
Report	Plan and conduct a mock state legislative session. Involve your 4-H club or 4-H members within the county who are interested in learning about the operation of state government. Write a brief report detailing what you planned, how it was carried out, and what the results were.	_____
Public Speaking	Present talks at civic clubs, schools, 4-H clubs, or community organizations dealing with state or local government and/or state or local citizenship responsibilities. Write a brief report about your presentation.	_____

Creative Writing	Write a skit dealing with state or local government. Involve members or your 4-H club in performing the skit before other clubs or organizations or at a county activity. Write a brief report of how it went.	<hr/>
Public Display	Make a display on the Know Your Government Conference or project and set it up at a shopping mall, county or district 4-H activity, and/or the fair. Write a brief report about your experience.	<hr/>
Service	Pick an issue or need in your community. Make up, and write, a plan to deal with it. Contact the appropriate local authorities for permission and/or to help. Carry out the plan, and write a brief report of how well your plans went.	<hr/>
Other	Describe:	<hr/>



## **Know Your Government Conference and Project Follow Up Plan - First year**

Individual Plan \_\_\_\_\_

Group Plan \_\_\_\_\_

1. What do you plan to do and hope to accomplish?

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2. Who will need to be involved to carry-out your project or activity?

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3. When do you plan to implement your project?

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4. How will you evaluate if the project is successful?

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5. How will you publicize your project and report on it?

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## **Know Your Government Conference and Project Follow Up Plan - Second year**

Individual Plan \_\_\_\_\_

Group Plan \_\_\_\_\_

1. What do you plan to do and hope to accomplish?

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2. Who will need to be involved to carry-out your project or activity?

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3. When do you plan to implement your project?

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4. How will you evaluate if the project is successful?

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5. How will you publicize your project and report on it?

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