

WELCOME TO YOUTH IN GOVERNMENT!

This handbook contains information on delegation organization and student preparation for Minnesota YMCA Youth in Government programs.

We hope this resource manual will serve as a valuable resource for all adult leaders and for student leaders. Should you have any questions, find a situation that is not covered by this Guide or just want to talk through a particular situation, please call the State Office – at any time. We are here to help!

Youth in Government and its programs could not exist without the expertise and enthusiasm of volunteers and YMCA staff! Thank you for your efforts, your vision and your commitment to building democracy for the next generation.

A note about terms in this guide

- “Youth in Government” is used as the collective title for the family of programs consisting of the Model Assembly Session, Model United Nations, Summer Programs and the various leadership retreats and trainings conducted by the State Office. Some people use the term “Youth in Government” synonymously (and interchangeably) with the Model Assembly Session only. Please note that materials from the State Office use the first description (the collective use).
- Any reference to “Advisors” in this handbook refers to all adults involved in Youth in Government programs. “Delegation Directors” refers specifically to the one adult advisor who is in charge of a local delegation.

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FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

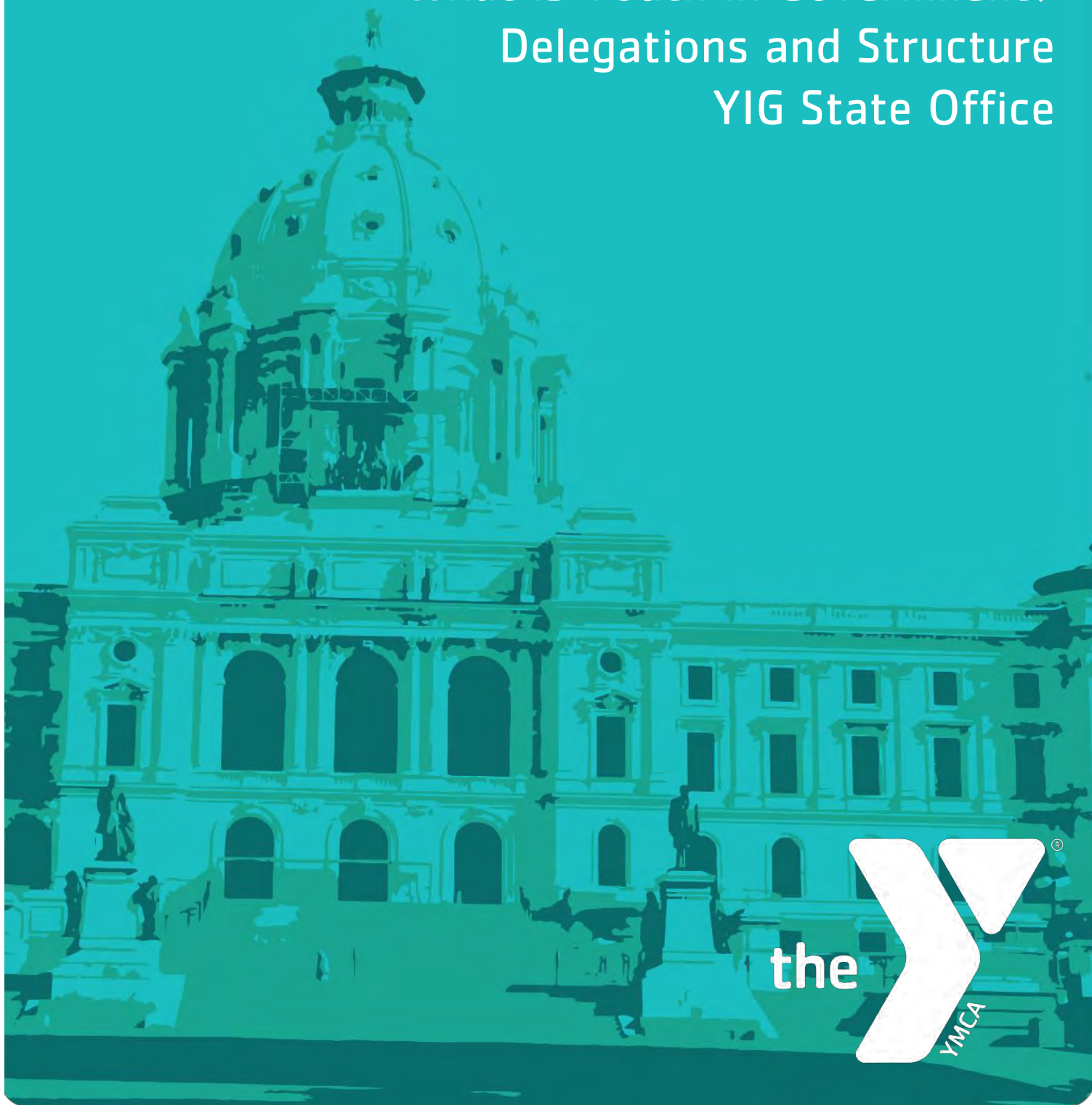
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SECTION I

About Youth in Government

What is Youth in Government?
Delegations and Structure
YIG State Office



the



SECTION I: About YIG

What is Youth in Government?

Minnesota YMCA Youth in Government (YIG) is a youth-led, experiential learning opportunity that involves 2,500 middle-school and high school students each year. It is a nation-wide program, active in nearly 40 states. Across the country almost 25,000 students attend state Youth in Government conferences each year, with 3,300 adult volunteers and YMCA staff serving as advisors.

With YIG youth can...

- Join youth leaders from around the state to debate issues that are important to them.
- Listen to delegates with different experiences.
- Research issues and become aware of state, national and international concerns.
- Accept their civic responsibilities and their leadership roles.
- Let their voices be heard and get involved in decision-making processes.

Minnesota Youth in Government is among the top programs in the nation...

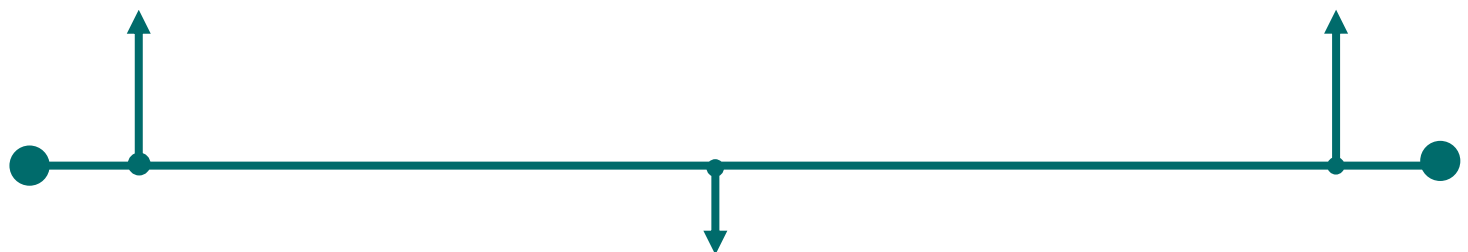
- We serve more than 2,200 students across Minnesota each year.
- 60% of participants and 62% of youth program leaders are female.
- 25% of participants are students of color (MN average is +/- 15%)
- Nearly 60% of all eligible students return the next year.
- 20% of students receive financial aid to help them participate in YIG programs.

FOUNDING

In the mid-1930's Clement A. Duran of the New York YMCA realized the need for more leaders of high moral character and integrity. Duran struck up the idea of a Model Legislature as a program vehicle for introducing youth to the actual processes and leadership of their state government. He adopted the slogan "Democracy must be learned by each generation" as a motto to interpret the program's purpose. That motto still stands at the dawn of the 21st Century.

GROWTH

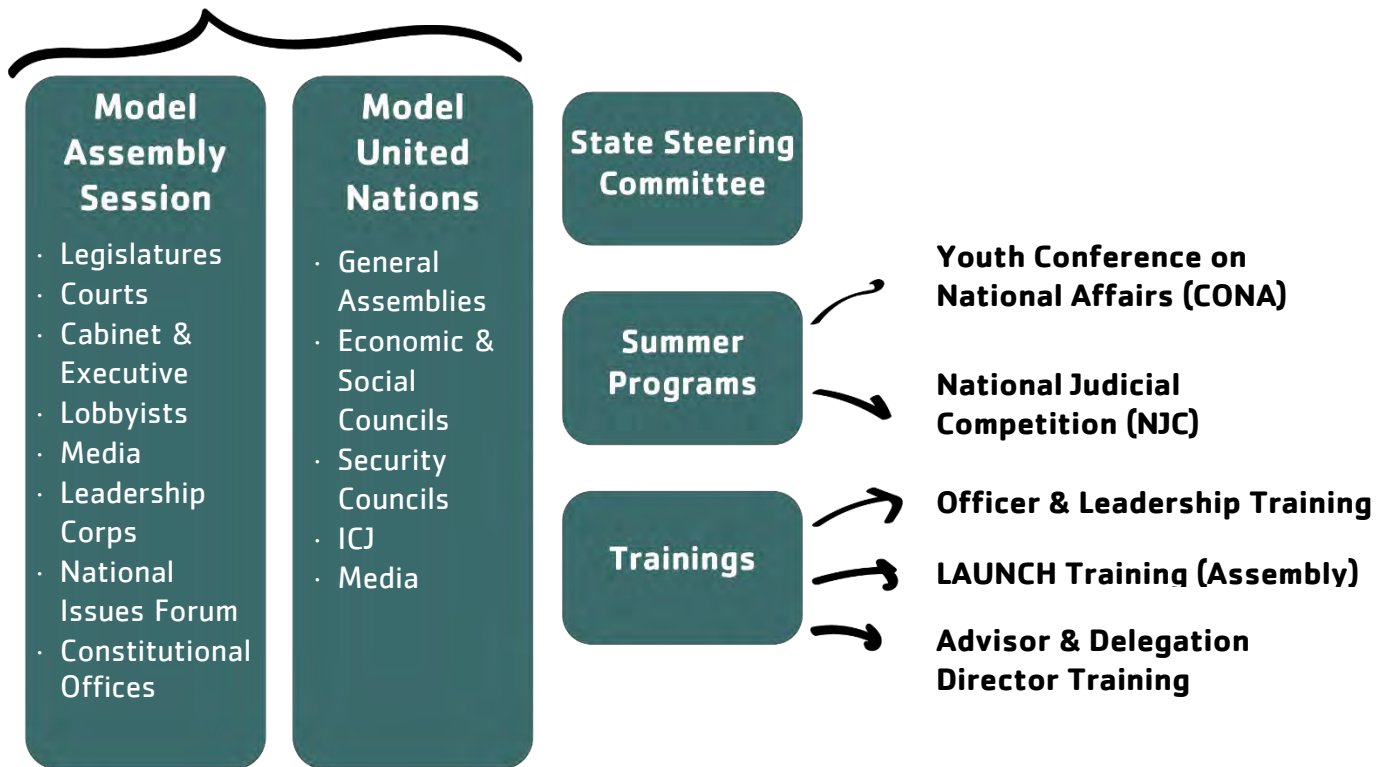
The Model Assembly continued to grow, building Model UN, media, lobbyist, and other programs throughout the 80's. The program grew explosively in the 1990's, spreading across the twin cities and developing into what we see at YIG today.



EARLY YEARS

Minnesota initiated its House and Senate program in 1946 under the stewardship of the North Central Area Councils of YMCAs. Starting out every other year, by 1965 Model Assembly became an annual event.

School Year Conferences



MN YOUTH IN GOVERNMENT PROGRAM OFFERINGS

Model Assembly

Students learn about government and leadership, as well as about themselves—their abilities, interests and responsibilities as citizens of a participatory democracy.

Model United Nations

A working replica of the UN, conducted by students who "adopt" a nation and research its history, economy, culture and system of government.

Youth Conference on National Affairs

"National Youth in Government" where Minnesota students meet with 600 of their counterparts from around the nation to debate national and international issues.

National Judicial Competition

Teams of students from around the country gather to hone their argument skills and present cases in a model Supreme Court or Mock Trial environment.

SECTION I: About YIG

Delegations and Structure

A delegation is a group of youth from a school, YMCA, or community group, organized on the local level for participation in Youth in Government programs. The purpose of the delegation is to support and prepare youth for Model Assembly Session and Model United Nations. Together, delegations prepare assignments for Sessions, fundraise session fees, and work on personal development. Some delegations are established as a Youth in Government "club," organizing various social and educational functions of their own throughout the year. Delegations can be groups of any size, from a small cluster of 3 students to larger organizations of over 100.

DELEGATION MEETINGS:



In the beginning, delegations may need to meet once a week until everyone decides exactly what role they are going to play in the program. Then the group can choose to set their future meetings as necessary. Delegations meet at least twice a month!

This depends on the consensus of the group: right after school in the school library, cafeteria, or classroom. Many delegations prefer to meet in the evening at the YMCA or other meeting places like churches or community buildings. Some delegations prefer to meet on the weekends. It depends upon the needs and history of the group.

PEOPLE OF YIG

Delegation Director

Each delegation is head by a Delegation Director, usually a teacher, volunteer, or program director from the sponsoring organization. They are the direct contact with the YIG State Office.

Adult Advisors

One for every 10 students. They will be assigned a role at conference to help supervise program areas, evening activities and sleeping floors in the conference hotel.

Delegation Officers

Elected leaders who to help direct the group. These leaders help with recruitment, fundraising, planning, and leading meetings.

Delegates

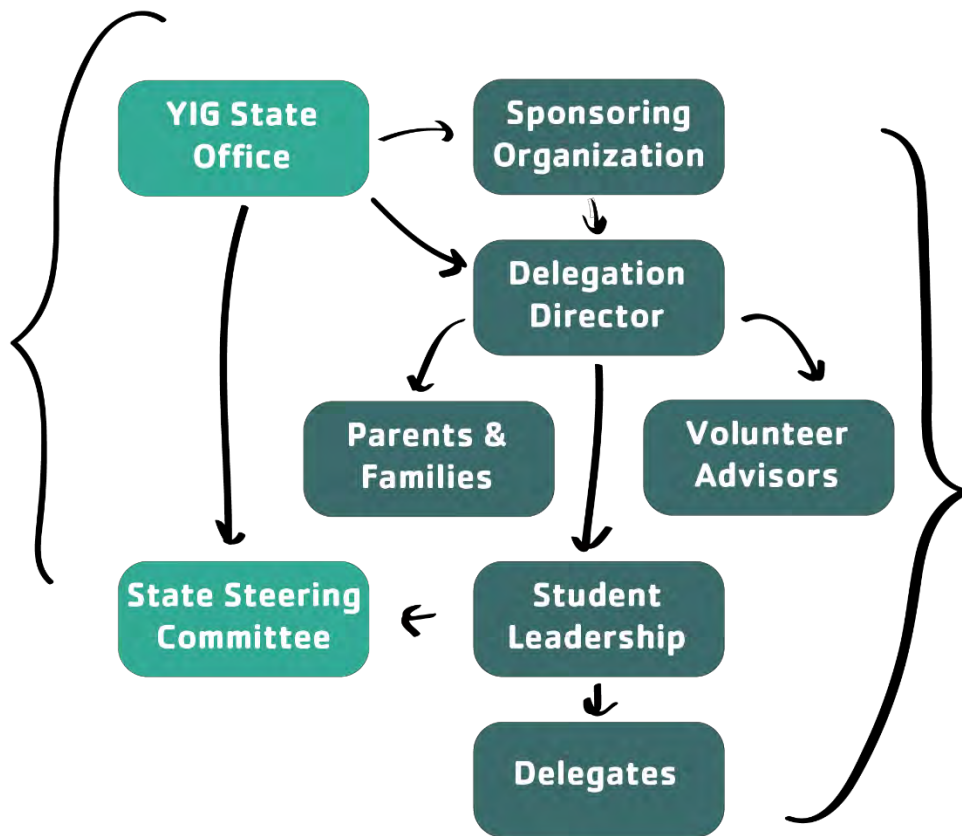
The delegates are the main body of the delegation, and should be the focus of all your efforts as Delegation Director.

LEADERSHIP STRUCTURE

Delegations are led by both youth delegates and adults. There must be one Delegation Director (usually a YMCA staff person, teacher or parent) who is available to give consistent adult leadership to the delegation's activities and coordinate with the State Office.

Delegates elect youth officers who will work closely with the Delegation Director to help direct the local meetings, act as role models and mentors to their fellow delegates, and represent the delegation on the State Steering Committee.

Depending on the size of a delegation (ratio of 1 adult per 10 youth), other adult advisors may be involved with the delegation.



SECTION I: About YIG

The State Office

Minnesota YMCA Youth in Government is a branch of the YMCA of the Greater Twin Cities. YIG is advised by a statewide board with 21 members, and has 2.5 staff members at the State Office. The Program Executive serves as the staff liaison to the Board, which provides vision and raises funds to support program activities. The State Office staff works with YMCAs, schools and community groups to provide programming in local areas throughout the state. The staff also works to train student leaders, volunteer Program Specialists, Delegation Directors, Advisors and Resource Advisors/Secretariat (college age alumni).

The State Office is the administrative team that runs Minnesota YMCA Youth in Government. It is comprised of the Program Executive, Program Director, and shared Administrative Coordinator, as well as one or more part-time Youth Development Staff. It is located at the University YMCA (right on the U of M Twin Cities campus). Although the Program Director is the main contact for Delegations, Delegation Directors can expect to be contacted by any member of the State Office Staff regarding various topics.

SECTION II

Adult Leadership

Delegation Director Responsibilities
Advisor Responsibilities



SECTION II: Adult Leadership

Delegation Director Responsibilities

The Delegation Director's job is to facilitate a learning experience for youth that develops the individuality of each participant. The Delegation Director's job is also to facilitate a positive experience for the young people who participate in the program. Delegation Directors are always present to act as resources in assisting youth in carrying out their roles. Youth in Government, however, is an experience for students and should be run by students. The following are the basic areas of a Delegation Director's purview.

RECRUITMENT

Small or growing delegations require the Delegation Director to lead recruitment of new YIG participants and adult advisors from schools and the community. Larger or older groups can utilize delegates who have participated in the past. In all cases, this should be a youth/adult partnership.

SESSION PREPARATION

Delegation Director prepares delegates for their active participation at YIG events/sessions. They ensure that the delegation adheres to all of the deadlines set by the state office. Delegation Director also coordinates logistics for getting delegates to and from the conferences as well as training sessions and other activities.

FINANCES & FUNDRAISING

Delegation Director manages all of the delegations finances, including maintaining a budget and fundraising as needed.

FAMILY ENGAGEMENT

Informs families about the different Sessions, keeping them updated about important forms, processes, payments, and session info.

ADULT PARTICIPATION

The Delegation Director allows youth to take the lead on meetings and recruitment when possible. However, the Delegation Director is responsible for providing consistent adult leadership and general planning. They must attend all conferences and act as a program area advisor at the conference.

PROGRAM MANAGEMENT

They handle general program structure including planning recruitment, delegation, and parent meetings. Delegation Directors also recruit and marshal the efforts of adult volunteers. The Delegation Directors also maintain communication with the YIG State Office

Delegation Director's Duties

There are certain specific things that the State Office requires of our Delegation Directors in order for the YIG program to function at a basic level.

Attend all YIG conferences with their delegation (not including leadership trainings, retreats, and national conferences)

Read and approve all required materials written by students before submission to the State Office in accordance with program policies and deadlines.

Communicate directly to each delegate about all fees for Youth in Government programs. Provide information on scholarships and other financial assistance opportunities. Assist delegates with fundraising efforts as needed.

Prepare students to adhere to and enforce the dress code and Code of Conduct required for all state events. Inform the State Office or Hotel Directors of any problems and seek guidance when needed.

Incorporate Character Development component into all levels of participation in Youth in Government at the delegation level.

Review and submit all registration forms, fees and other registration materials to the State Office by the designated deadlines.

Assist volunteer advisors in preparing the delegates in parliamentary procedure, drafting of bills, court briefs, position papers, status reports, media articles and other technical matters. Offer them information, advice and support.

MINIMUM REQUIREMENTS

- At least 21 years of age.
- A mature, dependable, and responsible individual.
- Relate well to and enjoy working with middle school and high school age youth.
- Having a basic understanding of state government processes is helpful (but not required).
- Be organized, attentive to detail, and exercise good follow through skills.
- Be a positive role model to delegates and an effective representative of the program.
- Abide by and support the policies and procedures of the Minnesota YMCA Youth in Government programs (especially the Code of Conduct and Adult Code of Conduct).

SECTION II: Adult Leadership

Advisor Responsibilities

Delegations require additional adults to support meetings and conferences. Each delegation needs at least 1 adult Advisor for each 10 delegates, rounding up for safety (15 students require both the Delegation Director and one Advisor). **More than a 1:10 ratio is encouraged – it makes the Delegation Director’s job easier and is a lot more fun for all.**

Advisors main function, during both local Delegation Meetings and state conferences, is to provide an adult presence for safety and guidance. It is important for delegates to feel like there is at least one person they can go to for advice, complaints, and any topics they might be uncomfortable talking to their peers about. Therefore, it is important for Advisors to be present and for them to build relationships with their delegates. Delegates will especially look towards the Advisors they’re comfortable with during conferences.

Advisor’s Responsibilities

Attend local delegation meetings.

Work in close relationship to the Delegation Director, express ideas to the Delegation Director prior to placing thoughts into actions, and support the decisions made by the Delegation Director.

Manage their participants and themselves in accordance with the Code of Conduct, program policies, and facility mandates.

Assist with the various responsibilities of the Delegation Director, like planning activities, arranging meetings, communicating with students or parents, and whatever else comes up.

Be involved in the student recruitment process.

Participate in delegate preparation and training at the local level.

Connect with the students at the local level.

Encourage Delegates to take healthy risks and to challenge themselves personally.

Provide adult supervision at delegation meetings and any YIG events/conferences.

Serve as a program area advisor during Model Assembly and/or Model United Nations.

For Model Assembly and Model United Nations Sessions, Advisors are assigned specific program areas and roles by the State Office. Advisors will be assigned to program areas on an as-needed, first-come, first-served basis.

Program Area Advisors

The majority of Advisors will be assigned as a Program Area Advisor. They provide overall supervision and assistance to students, and are led by a Program Specialist.

Program Specialist

Specialists have the responsibility of managing all the Delegates and Program Area Advisors in their Program Area, such as Courts, Lobbyists, or Media. Specialists work with the State Office throughout the year to prepare their Program Area for conferences, and generally stay in their positions from year to year. Volunteers interested in being a Specialist should contact the State Office individually.

Hotel Director

Hotel Directors are responsible for managing safety, security and discipline issues at YIG conferences. They will help Delegation Directors interpret the Code of Conduct and determine a disciplinary plan of action when situations arise. Hotel Directors are the primary resource for information and support during conferences.

Logistics Team

The Logistics Team is in charge of making sure the conference runs smoothly, especially when it comes to transportation and safety. They coordinate Skyway Duty during meals and work with the bus companies and drivers to coordinate the shuttling of delegates to and from program sites outside the hotel.

RECRUITING ADVISORS

Advisors are recruited by Delegation Directors, and are often other teachers or staff members from the sponsoring organization, parents of participants, or interested members of the community.



A large number of Advisors come from YIG's pool of alumni, as they have a vested interest and experience in the YIG program. Contact the State Office and/or nearby Delegation Directors for assistance with recruiting program alumni.

The time required of an Advisor will depend upon the capabilities of the youth and the ability of the Delegation Director to recruit outside resource people to give direction related to the various program areas. Be willing to give a healthy amount of time to recruitment and fundraising activities.



SECTION III

Student Leadership

Youth Leadership Structure
Model Assembly Program Areas
Model United Nations Program Areas

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SECTION III: Student Leadership

Youth Leadership Structure

A delegation is a team of people who work together. Student participants should be involved members who are responsible for their own success and the success of their delegation.

The primary function of a delegation is to prepare students for their participation at Model Assembly, Model United Nations, and other YIG events. This process includes recruitment, fundraising, conference preparation, and youth development.

YOUTH LEADERSHIP

Each delegation should institute a youth leadership structure to assist the Delegation Director with delegation support and operations. These Delegation Officers are elected by the delegation and act as peer leaders.

While it is the Delegation Director responsibility for the delegation to be successful as a whole, the actual work required for success should be student-lead, with the Director acting as facilitator who intervenes when necessary.

Youth leadership is what Youth in Government is all about! When students see their peers in leadership positions – running meetings, making decisions – they become more excited and engaged.

Running a delegation is a lot of work, and if a Delegation Director tries to do it all themselves, they will be overwhelmed. From a practical standpoint, Delegation Officers take on most of that load.

STRUCTURE



The following is the structure suggested by the State Office. The leadership structure should be organized to fit the current needs of a delegation. For help adjusting this structure to fit a specific delegation, contact the State Office.

Delegation Steering Committee

Made up of at least 6-9 members, the Delegation Steering Committee meets regularly outside the general Delegation Meetings to discuss and vote on various issues and to manage the completion of major tasks like recruitment and fundraising.

Steering Committee is led by an executive leadership group; the Chair, Vice-Chair, and Secretary, who run general Delegation and Delegation Steering Committee meetings. The executive leadership should meet regularly with the Delegation Director outside of the regular delegation meetings to create meeting agendas, make long-term plans for conference prep, and make any other decisions that shouldn't be brought before the whole delegation.

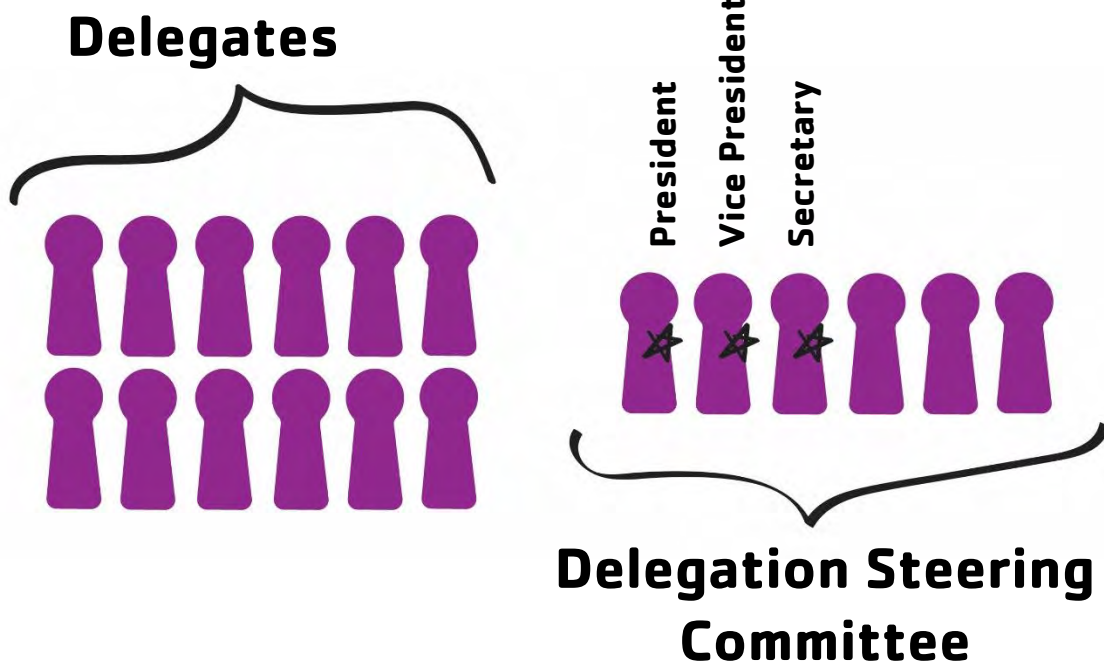
Delegation Officers

Chair Preside over delegation meetings, delegate tasks to other officers/delegates

Vice-Chair Preside over delegation meetings when Chair is absent, plan meeting programs/agendas, and introduce guests/guest speakers, Chair-in-training

Secretary Keep record of delegation happenings, take minutes at meetings, track attendance, and maintain regular communication with delegates

Committee Members 3-6 additional members who contribute to guiding the delegation and completing major tasks.



ELECTING YOUR STEERING COMMITTEE

The Executive Leadership should be elected by the whole Delegation body at large. Some delegations choose to elect all three of these positions each year, others only elect the Vice-Chair and Secretary annually, and the Vice-Chair becomes the Chair the following year.

Other Delegation Steering Committee members should also be elected by the whole delegation, but there should be some representation from multiple grades on the committee; they shouldn't all be 12th graders. It may work to reserve one to two seats on the committee for each grade, or use a ranking-based voting system.

Delegation Officers should be aware that they are making a much greater commitment than their fellow delegates. Officers are required to attend extra meetings, spend time outside meetings on planning and YIG work, and make themselves available to their peers for support.

STATE STEERING COMMITTEE REPRESENTATIVES

Regardless of the size or leadership structure, every delegation **MUST** choose at least one delegate to represent their delegation on the **State Steering Committee**, which meets 4 times a year. Most delegations have 1-3 representatives on the Committee, and larger delegations may send up to 5 or 6. **Each delegation gets one vote on matters before the State Steering Committee, regardless of delegation size or representation.**

The State Office suggests sending the Executive Leaders of the Delegation Steering Committee (Chair, V-Chair, and Secretary) to act as their delegation's representatives on the State Steering Committee, as they are usually the most capable of accurately and effectively representing their delegation, although a delegation can send any delegate they like. Being a representative on the State Steering Committee is an important job; they are responsible for articulating the interests and opinions of their delegation, and making decisions about how elections and elected officials operate in YIG programs. However, because there are only a handful of State Steering Committee meetings throughout the year, the actual time commitment is relatively low.

BUILDING YOUR YOUTH STRUCTURE



Most delegations hold their elections either at the last night of the Model Assembly Session or Model United Nations. Having elections at the end of one program year, in advance of the next program year, gets the delegation started for the next year and helps maintain participant retention.

Ideally, Officers will have previous experience both with YIG programs and with peer leadership before they enter their roles. However, the best way to learn is by doing. The Delegation Director will give as much guidance and feedback as possible, especially “behind the scenes” when the Delegation Director and Officers meet outside of regular delegation meetings.

Delegates who are chosen to represent their delegation on the State Steering Committee will be required to attend the State Steering Committee Retreat, where they will be trained in leadership and their responsibilities.

SECTION III: Student Leadership

Model Assembly Program Areas

Model Assembly is an incredibly realistic and complex simulation of Minnesota state government. Approximately 1,500 students in grades 8-12 take part in the Model Assembly Session every January. The program is conducted and led almost entirely by students. Participants have opportunities to serve in a number of different program areas.

LEADERSHIP CORPS

Grade 8 **Preparation = Leadership Corps Prep Kit**

Leadership Corps serves 8th grade delegates as an introduction to Model Assembly and all the program choice possibilities. Delegates spend the weekend creating bills, arguing court cases, writing media articles and getting exposure to all the program areas in order to kick off their YIG careers.

LEGISLATIVE BRANCH

Grades 9-12 **Preparation = Legislative Bill**

Prior to Model Assembly, Youth Representatives and Senators identify state issues important to them, their families, their schools or their communities and write a bill. At the conference, they can debate their bill and get it all the way to the Youth Governor or Youth Lt. Governor to be signed into law.

JUDICIAL BRANCH

Grades 9-12 **Preparation = Appellate Court Briefs or Trial Court Materials**

Appellate Courts – Youth lawyers make arguments on issues related to citizen rights and responsibilities before Youth Justices. Each student has the opportunity to argue both sides of their assigned case and most will have the chance to serve on the bench.

Trial Courts – Advocates prepare for court hearings and mount legal arguments in civil or criminal cases. Students will prepare to represent both sides of their case and will have multiple opportunities to work with different opponents each round.

NATIONAL ISSUES FORUM

Grades 10-12 **Preparation = Proposal**

Delegates prepare, present and discuss important national issues with their peers in a forum that is focused on productive debate. Delegates prepare a proposal on a topic relevant to current events. At Model Assembly, the process focuses the top proposals into the top-tier plenary session.

ELECTED POSITIONS

Grades 9-12 **Preparation = Training sessions throughout the year**

These leadership and specialty positions are determined at the end of the conference the preceding year. They make a serious commitment to YIG and to the students they serve. Students stand for election for one of about 20 leadership roles for the following year's conference. Those who are elected participate in retreats and planning sessions to prepare to lead the 1,500 other students at the conference. Offices include Governor, Speakers/Presidents of the Legislatures, Judges/Justices of the Courts, etc.

APPOINTED ROLES

These students apply and are selected by the Elected Officers to assist in leading the various program areas. Officials attend a few prep sessions to meet their peers and learn about their specific roles. There are many appointed offices, but general categories are...

LOBBYISTS

Grades 10-12 **Preparation = Lobbyist Agendas for assigned client(s)**

Lobbyists represent one of more than 50 different organizations and corporations and seek to influence legislation while it's in committee. Once bills have moved beyond committee, Lobbyists work with individual legislators or cabinet members to advance their client's agenda.

MEDIA

Grades 10-12 **Preparation = Two original News Pieces**

Media participants are responsible for reporting, producing or publishing several news programs each day – via TV Station, Radio Station, Newspaper and Digital Media. They interact with all areas of Model Assembly and report their findings to all students and advisors at the conference – along with parents, donors and alumni outside the conference.

EXECUTIVE BRANCH

Grades 10-12 **Preparation = One Cabinet Status Report (as assigned)**

This branch consists of the Governors' Staff, Secretary of State's office and Cabinet. Cabinet members represent Governor in committee and progress the executive agenda by speaking in favor or against certain pieces of legislation. They work very closely with the Youth Governor and Youth Lt. Governor and their offices.

SECTION III: Student Leadership

Model United Nations Program Areas

Model United Nations is a conference in late March of about 700 students from grades 7-12. This program creates a working replica of the United Nations, conducted almost entirely by students. Students can participate in a model General Assembly, International Court of Justice, Economic and Social Council, Security Council, Human Rights Council or Conference Media.

While focusing on role-playing an “adopted” country, participants exercise the arts of compromise and diplomacy to attempt to solve pressing global problems. As students simulate international organizations, they begin to find new answers to tough questions, to learn and respect opposing points of view, and to utilize the tools of peaceful change.

GENERAL ASSEMBLY

Grades 7-12 Preparation = 1 Position Paper per Topic + Group Status Report

The General Assembly (GA) is the main deliberative and policymaking area of the United Nations – where all countries are represented. Delegates present and debate their viewpoints in committee and work to propose solutions to world problems, which become resolutions presented before the entire General Assembly.

ECONOMIC AND SOCIAL COUNCIL (ECOSOC)

Grades 7-12 Preparation = 1 Position Paper per Topic + Group Status Report

The Economic and Social Council (ECOSOC) is the United Nations’ central platform for reflection and debate on sustainable development. Members engage in innovative thinking and seek solutions to meet the needs of people around the world while balancing the UN budget.

SECURITY COUNCIL & HISTORIC SECURITY COUNCIL

Grades 9-12 Preparation = 1 Position Paper per Topic + Group Status Report

Members of the Security Council have responsibility for maintaining international peace and security. In some cases, the Security Council can impose sanctions or even authorize the use of force for the greater good. Security Council members also resolve crisis situations based on current global issues.

Historic Security Council members focus on a significant time in history and replicate the issues of that year, along with member nations that made up the Council at that time. The historic element ensures that the issues discussed work out different and fascinating ways.

INTERNATIONAL COURT OF JUSTICE (ICJ)

Grades 9-12 **Preparation = 1 Position Paper per Topic + Group Status Report**

Major functions of the International Court of Justice are to settle legal disputes between nations and work to prevent global conflict. ICJ members submit memorials, which are the outline of an argument brought before the court.

HUMAN RIGHTS COUNCIL (HRC)

Grades 9-12 **Preparation = 1 Position Paper per Topic + Group Status**

The Human Rights Council (HRC) is the body within the United Nations system responsible for strengthening and protecting human rights around the globe and takes action to address specific abuses by governments and major organizations.

ELECTED POSITIONS

Grades 9-12 **Preparation = Training sessions throughout the year**

These leadership and specialty positions are determined at the end of the conference the preceding year. They make a serious commitment to YIG and to the students they serve. Students stand for election for one of about 12 leadership roles for the following year's conference. Those who are elected participate in retreats and planning sessions to prepare to lead the 1,500 other students at the conference. Offices include General Assembly and Organ Presidents.

APPOINTED ROLES

These students apply and are selected by the Elected Officers to assist in leading the various program areas. Officials attend a few prep sessions to meet their peers and learn about their specific roles. There are many appointed offices, but general categories are...

MEDIA

Grades 9-12 **Preparation = Two original News Pieces**

Media participants are responsible for reporting, producing or publishing all the news of the day – via Newspaper, Video and Digital Media. They interact with all areas of Model United Nations and report their findings to all students and advisors at the conference – along with parents, donors and alumni outside the conference.

CONFERENCE RESOURCE CENTER (CRC)

Grades 9-12 Preparation = As directed by Elected CRC Leadership

Participants in the Conference Resource Center (CRC) carry out administrative functions that serve the entire conference – they conduct elections and also provide research services to delegates in all other program areas. The CRC helps students who need additional information to carry debate forward and help fill in missing facts in building resolutions.

SECTION IV

Getting Started

Delegation Director Planning Calendar

Recruitment Guide

Delegation Meetings

Group Dynamics



SECTION IV: Getting Started

Delegation Director Planning Calendar

AUGUST

- Meet with returning student leadership to define a recruitment plan
- Meet w/returning student leadership to set meeting schedule and determine deadlines based on State Office deadlines
- Build delegation budget and delegation fees for the year
- Send registration and information night materials to returning delegates
- Make plans and arrangements for group fundraising efforts
- Plan post-conference celebration and evaluation

SEPTEMBER

- Recruit: Distribute registration materials in schools, at Y, and other community locations
- Recruit: Speak in school classes, show videos & give brochures
- Hold information nights with parents
- Recruit resource people (local elected officials, businesspersons, attorneys, alumni, lobbyists, media etc.)
- Begin registering participants
- Plan transportation for LAUNCH

Model Assembly

Model United Nations

- Work with local schools and community organizations to get support for recruitment efforts
- Assist students with Financial Assistance/Personal Pricing Plan needs
- Remind Officers and Appointed Officials about retreat/training sessions
- Plan transportation to LAUNCH training

OCTOBER

- Delegation meetings begin at local level – meet at least every other week!
- Recruit advisors
- Begin fundraising
- Encourage interested students to apply for elected office
- Attend LAUNCH –All delegates and advisors are required to attend

NOVEMBER

- Continue to conduct Delegation meetings
- Students submit program area materials (bills, court briefs, etc.)
- Delegation Director approve student program area materials online by required deadlines
- Plan transportation to Model Assembly Session
- Delegation Director to submit hotel rooming lists, accommodation requests, final payments and final financial

- Work with local schools and community organizations to get support for recruitment efforts
- Meet with returning student leadership to define a recruitment plan
- Meet w/returning student leadership to set meeting schedule and determine deadlines based on State Office deadlines
- Build delegation budget and delegation fees for the year

assistance requests by required deadlines

- Send registration and information night materials to returning delegates
- Make plans and arrangements for group fundraising efforts
- Plan post-conference celebration and evaluation

DECEMBER

- Hold parent informational meeting
- Final check-in and training for delegation
- Collect final payment
- Encourage interested students to apply for Appointed Official positions

- Recruit resource people (local elected officials, businesspersons, attorneys, alumni, lobbyists, media etc.)

JANUARY

- Model Assembly Session at the State Capitol and conference hotel
- Appointed Official applications due
- Elect local delegation officers for next year's program
- Conduct evaluation of the program at the local level
- Recognize graduating seniors, officers and adult advisors
- Post conference celebration and evaluation meeting
 - Send "thank yous" to local sponsoring groups and do recap presentations/communications

- Recruit: Distribute registration materials in schools, at Y, and other community locations
- Recruit: Speak in school classes, show videos & give brochures
- Delegation meetings begin at local level – meet at least every other week!
- Recruit advisors
 - Begin fundraising

- Encourage students to apply for Summer Programs (National Affairs and National Judicial Competition)

FEBRUARY

- Plan transportation to Model United Nations
- Delegation Director to submit hotel rooming lists, accommodation requests, final payments and final financial assistance requests by required deadlines

MARCH

- Encourage interested students to apply for elected office
- Students submit program area materials (status reports, position papers, ICJ memorials, etc.)
- Hold parent informational meeting
- Final check-in and training for delegation
- Encourage interested students to apply for Appointed Official positions

APRIL

- Encourage students to apply for YIG Summer Programs (National Affairs and National Judicial Competition)
- Model United Nations session at conference hotel
- Elect local delegation officers for next year's program
- Conduct evaluation of the program at the local level

- Post conference celebration and evaluation meeting
- Encourage students to apply for Summer Programs (National Affairs and National Judicial Competition)

MAY

- Youth representatives selected for state Steering Committee from each delegation.
- Youth representatives selected for state Steering Committee from each delegation.

JUNE

JULY

- Remind representatives about State Steering Committee Retreat attendance
- Remind representatives about State Steering Committee Retreat attendance

SECTION IV: Getting Started

Recruitment Guide

Recruiting and retaining participants is one of the most important responsibilities of the Delegation Director. This section will help you find students for program participation, and how to convince them to join.

First rule of recruitment: the earlier you begin the better! There is a lot to be done in the program, and the quicker you are able to get started, the more time you'll have with your delegates.

If you have returning delegates, you will need to use them to maximize your recruitment efforts. They are the best recruiters, and they are usually willing, if not eager, to get their friends involved and help get other students onboard anyway they can. They should be integral to recruitment, both in planning and execution. **Set up a meeting with them before you begin recruiting, organize their efforts and help ensure they recruit from all grades, all schools in your community and from a variety of sources (not just "government geeks" – think broadly and use Diversity and Inclusion principles.)**

THE PITCH

Make short presentations to selected classes or meet with students after school to discuss the Conferences. 8th grade Social Studies classes are often good places to start.



Whenever possible, have youth make presentations to their peers – the "pitch" is more effective when it comes from a peer and students tend to be very excited about having an opportunity to "sell" the program and share their positive experiences with others.

Focus on positive, intentional recruitment. Invite potential adult advisors and students to be a part of something great. Talk about the benefits, including the fun, the professional experience, and the skills building. The brochures produced by the State Office are excellent sources of selling points. But the "pitch" should be tailored to the audience, and it should never sound like just reading from a brochure – students can do that themselves.

HOW TO GET STUDENTS "IN THE DOOR"

It can be hard to identify prospective students and it can be even harder to get them to come to a meeting to learn more.

One effective tool is the “you have been selected” letter. Corny as it sounds, a personalized letter (even with just a first name) can make a student feel special and set them up to consider a request to learn more about Youth in Government. Even in a digital age, an old-fashioned paper letter can deliver some punch. These letters can be mailed out, delivered by teachers to select students, left in lockers, etc. The sample refers to Model Assembly – of course, Model UN details are easily substituted.

Dear (Name),

I would like to congratulate you for being nominated by your teachers to become part of this year’s Minnesota YMCA Youth in Government Model Assembly! Your teachers felt that with your outstanding skills and leadership abilities, you would make a positive contribution to our program and this year’s Model Assembly.

Model Assembly consists of approximately 1,500 high school students, in grades 8 through 12, from around the state of Minnesota participating as legislators, lobbyists, journalists, lawyers, judges, pages and officers. These student delegates form local delegations to research and discuss state issues. After extensive preparation, delegates draft legislation, prepare legal case briefs, and write news articles. Then they meet at the capitol and Hilton Hotel for four days of intense debate, close relationships and fun during the Model Assembly Session.

Learning happens at the Model Assembly, but it is a lot of fun too! After the workday, there are dances, karaoke, carnivals and other activities for fun and for making lifelong friendships with students from all over the state.

There’s no time to spare! Our local registration deadline is coming up fast – DATE.
Provide action steps in this paragraph – How do they register? By when? What is the location of the informational meeting?

Check out the YIG website – www.mnyiq.org to learn more. You can also check out our Facebook, Twitter and YouTube feeds – all with the username “mnymcayig”.

Hope you come to be part of Youth in Government! Don’t hesitate to contact me with questions or if you want more information.

Sincerely,

Name

Title of Person Signing Letter

Phone and Email of Person Signing Letter

OTHER RECRUITMENT TIPS

- If starting a new delegation, get in touch with other nearby delegations for help (the State Office can provide contact information). Other Delegation Directors can give great advice and can provide some of their veteran delegates for recruitment presentations.
- Set up a recruitment table at school lunches, school orientation days, and other student-focused events (both school-sponsored and other events). Or, set up in the lobby of a school or YMCA. You might also try community events such as fairs, marathons, 5ks, pig roasts, etc.
- Have small give-away items at your recruitment table or presentation (temporary tattoos, pens, candy).
- Anytime you talk to a student who shows any interest, get their contact info and give them yours. Follow up with them!
- You can place ads or articles in local news or on community webpages.
- Sometimes it's hard to understand what YIG is really all about from a brochure or presentation. Invite parents, students, teachers, and anyone who might be interested to attend the free VIP Tours at Model United Nations and Model Assembly. These tours are perfect opportunities for people to see for themselves the value of participating.
- Don't forget about the high school-age youth that are already coming to your YMCA or school and are involved in other programs.
- Look to the School Principal or YMCA Executive who might have connections with schools or local school boards.
- Tap your YMCA staff or other teachers for any contacts they may have through other programs.

Students want to know... about the fun parts. Don't tell them it's all fun and no work, but feel free to talk about how fun it is to stay in the hotel, see and use the real government buildings and Capitol Building, eat from the Skyway downtown, and participate in the dance, talent show, and other evening activities. Tell them about meeting kids from outside their own community and making lasting friendships.

Parents want to know... how paying for their kids to participate in this program is going to help them in the future, so when talking to parents, emphasize how this program helps build their resumes for college, how it helps prepare them for succeeding at college, all the real-world skills and confidence they develop, and long-term friendships and connections.

Teachers want to know ... how this program will improve students' understanding of curriculum and all the hands-on learning opportunities. They also want to know, of course, about college readiness and skills development.

BROCHURES

The State Office regularly produces brochures and videos that can be used for recruitment for students as well as for teachers and parents. Brochures should be brought to any recruitment event.

Digital Copies of the following materials can be found on the YIG website:

- Model Assembly Brochure
- Model UN Brochure
- Model Assembly One-Pager (custom to delegation)
- Model UN One-Pager (custom to delegation)



ONLINE RESOURCES

Youth in Government is pretty much everywhere online. Online communities should be used to help students see the whole picture about program participation.

- Facebook
- Twitter
- YouTube
- Flickr

USERNAME FOR ALL SOCIAL MEDIA OUTLETS

mnymcayig

BUILDING RELATIONSHIPS WITH SCHOOLS

The local schools are a great place for recruiting. Strong support within the schools can be a crucial ingredient to a successful delegation. If a relationship can be established with the school, it can be a continuous source of participants. It's best to try to get in contact with a teacher (perhaps start in the social studies department) and give them the hard sell. A teacher who is passionate about the program and convinced of its merits can help a Delegation Director navigate their school's bureaucracy, arrange class visits and staff presentations, and it's very helpful to have one direct contact at each school that staff and interested students can go to with questions.



The Social Studies department is a good place to start. Let the chair of the department suggest teachers who might be interested. Meet with the whole department if possible so everyone knows what the program is about. Social Studies isn't the only place to work in, though. Any faculty member who is interested can help! Don't forget to include other contacts with other departments as you recruit students—participants need not always come from Social Studies Departments.



Get 'em while they're young! Focus on middle schools, and try to make lots of recruitment presentations to 7th and 8th grade classes (7th graders can participate in Model UN, and 8th graders can do Model Assembly). Make sure to include students of all academic achievement ability levels, socio-economic backgrounds, and interests.

BUILDING RELATIONSHIPS WITH PARENTS

It is important for Delegation Directors to develop good relationships with their delegates' parents/guardians. These parents are often some of the most valuable resources for the growth and development of the program. In addition, many of our advisors are parents of delegates – it's easier to relate!! Getting to know parents can help...

- When you need to "spread the word" to other parents.
- When it's time to collect program fees.
- When you need community contacts to work with your delegation. Parents may know of good community speakers for meetings.
- Talk about the program at Parent Meetings.

Getting to know the parents also affords another opportunity to praise the good efforts and successes of the delegates. When returning from a conference, don't pass up the chance to walk a delegate to his/her parent's car and tell them, in front of the delegate, what a wonderful job the delegate did. Parents love to hear great things about their kids, and kids (even if they don't always admit it) like to be praised in front of their parents.

BUILDING RELATIONSHIPS WITH YOUR COMMUNITY

One way for members of the community (including school leaders, YMCA board members, parents, donors and anyone else who cares about young people) is to tell the stories of students after each conference. The more stories you tell, the farther the word spreads. A sample of one fantastic post-event communication is below.

Model United Nations 2016- A Huge Thanks to All the Great Students!

I am so excited to share with all of you about the amazing weekend we had at Model United Nations this past weekend. Our group of students was the youngest delegation that I have ever brought with me to a conference, but they were one of the most involved and exciting groups to watch!

We brought 30 students to the Marriott Hotel for a 3-Day Conference where each student was assigned a country that they represented in global debate. They discussed different topics that included but were not limited to: the death of bees, judicial independence, deportation law, net neutrality, & defining "freedom fighters" vs "terrorists". They passed countless resolutions to these issues, but not just simply with one idea. More and more I continued to hear from the students the ways that they compromised with various different ideas to bring around a resolution that dealt with the complexities of the topics and addressed many ideas in a collective response. The cool thing about that this comes from the kinds of discussions that respect differing opinions, hear other ideas, and work collectively to find solutions. That's incredible to see 684 youth come together and accomplish. Your students were part of that.



We had 23 7th graders who experienced their first conference. Most, if not all of them, were able to accomplish a huge goal of standing up to speak in front of their committees or their general assemblies. This is a very huge feat and I was so proud every time one of them share that. Additionally, we had a handful our veteran students who applied for appointed positions and took a bigger role than years past in the way the debate went. Their growth within the program was equally as impressive to see and I look forward to the opportunity to watch our 7th graders grow.

And as always, beyond the programmatic ways that our students succeeded, what is always my favorite thing to see is the way the students come together outside of the program. One of our 9th grader, Molly, became friends with a large group of our 7th graders, embracing her new delegation members. I boarded a bus with 30 students who didn't know each other well on Thursday morning, and unloaded a bus of students on Saturday that sang together and laughed together the entire ride home, some still debating global policies! That



to me is the greatest kind of success after a conference and I feel very lucky to have been part of it.

I am "that Mom" all conference and I made sure to get a lot of photos. Please follow [this link](#) to where you can see all of the photos from the weekend that I just bragged about. Feel free to tag yourself in the photos you want to share with your families and I hope that you love them as much as I do!



Thank you and I hope to work with all of you again!

Christine Reynebeau
Youth Development Sr. Program Coordinator
Outreach and Teens

SECTION IV: Getting Started

Delegation Meetings

Local delegation meetings are one of the most important experiences of Youth in Government programs. It is during these meetings that delegates build relationships with each other and their advisors and are given the skills and information necessary for their participation at the conferences. A delegate's success and positive experience can be made or broken by the preparation they received from their local Delegation Director.

MEETING GOALS

- To create a sense of community in the delegation
- To complete delegates' materials (bills, position papers, status reports, etc.)
- To prepare students for the social, emotional, and professional challenges ahead
- To coordinate fundraising efforts
- To build delegates leadership, teamwork, and personal-development skills

STANDARD PRACTICES

- Delegation meetings should take place every two weeks/twice a month and should last from 90 minutes to two hours.
- All meetings must have a firm agenda and be pre-planned. Most long, chaotic, drawn-out, and unproductive business sessions are due to poorly prepared agendas.
- Meetings should have elements of adult leadership and student leadership.
- Develop mentorship between students – experienced students matched with new students, older students matched with younger students, adults matched with other adults.
- Build relationships between students and adults so they know each other when taking part at program events.
- Start by getting ideas from the members on what they want to do this year through the program. The program is, after all, about the delegates, and we want them to have fun and feel like they are getting a lot out of their participation

PLAN IN ADVANCE

Decide on meeting topic(s) and agenda beforehand. Plan activities and create/gather necessary materials for those activities.

MIX IT UP

A variety of activities will make the experience more fun for the delegates. You could plan some fun meetings that involve a delegation outing or party. Invite speakers, plan videos, etc.; anything that meets the deeper needs and interests of the delegates.

GET THEM INVOLVED

The more involved one becomes in a project or organization, the greater responsibility one feels for its success. The delegation officers experience this as they are included in decision making and given leadership tasks. Avoid having any “spectators” – involve delegation members in the meetings, ask members to help with projects instead of waiting for them to volunteer, make certain decisions via popular vote, etc.

START ON TIME

This is critical. Everyone’s time is very valuable and it shouldn’t be wasted because the leaders (Delegation Director and/or officers) are unprepared.

STAY ON TRACK

Simplify by making sure leaders are presenting delegates with only a few, well-thought out options. Continuously remind delegates of the objectives of the meeting. Feel free to table ideas, appoint a committee to deal with items later, or call a recess to help stay on task.

RECRUITMENT MEETING

A meeting where interested students can learn about YIG and decide if they would like to join.

PARENT MEETING

Must be held before Session. To orient new parents to the program and notify parents of registration deadlines and requirements.

BEGINNING OF THE YEAR MEETING

A parent meeting should be held at the beginning or before the beginning of the program year. If you open the meeting to families of students who haven’t yet committed to participating, this first meeting can double as a recruitment meeting and an information meeting.

SECTION IV: Getting Started

Group Dynamics

All groups go through stages of development and it is good to have a sense of where your group is at for planning activities.

FORMING

LOOKS LIKE.....

- Everyone is polite
- Non-threatening
- "Instant" community
- Everyone likes everyone
- People get away with blanket statements
- Temporary alliances and cliques

REALITY IS.....

- Conflict is being avoided
- Threatening People ignore or minimize differences
- Minimal work gets done
- Not real or authentic
- Nervous atmosphere

STORMING

LOOKS LIKE.....

- Won't listen & noisy or won't talk & pouty
- People acknowledge differences—sometimes loudly
- Members attack/challenge each other and leader
- People take sides ("ins" and "outs")
- Uncreative and unconstructive
- May scapegoat leaders

REALITY IS.....

- Motive is to make everyone in group "normal" and define whose "norms" to use
- Attempts to convert group members
- People are wondering if they are needed and respected

NORMING

LOOKS LIKE.....

- Can be emotional
- Time of sacrifice with people letting go
- Group norms accepted and things begin to flow
- New alignment and acceptance of roles

REALITY IS.....

- Emptying of barriers: expectations, prejudices, defenses, weaknesses, assumptions, motives
- Effective listening
- Comfortable silence
- Formal leadership may fade

PERFORMING

LOOKS LIKE.....

- Conflict is evident—put on the table and healthy conflict resolution is used
- Not workaholism, but large amounts of work get done
- People are excited and passionate about coming together – you can "feel" the energy

REALITY IS.....

- Members realize they can't do the job individually
- Members in touch with own needs and know worth of everyone else
- Genuine commitment & personal growth

ADJOURNING

LOOKS LIKE.....

- People recognize it's time to end
- May be solemn and/or celebratory

REALITY IS.....

- Facilitator needs to structure activity to allow for feelings

SECTION V

Preparing for Sessions

What Happens at the Conferences?

Registration

Logistics

Transportation

Dress Code


Code of Conduct

Tips for First Year Advisors



SECTION V: Preparing for Sessions

What Happens at the Conferences?

Both Model Assembly and Model United Nations are staggering in size, complexity and coordination. If you have never been to a conference before, preparing your delegation can seem daunting. This section is a brief overview to help you and your new delegates prepare for what will happen at your first conference. Nothing compares to actually seeing YIG in action, but this outline can help you visualize. Another great way to prepare is by sitting down with an experienced Delegation Director and walking through the conference step by step. 

WHAT DO THE STUDENTS DO?

Delegates are required to write some documents as preparation for both Model Assembly and Model UN. The Model Assembly preparation depends on what role the delegate chooses to participate in. Members of Legislature have the opportunity to write a bill, members of court study a court case, and 8th graders complete an introductory packet to all of the program areas.

To prepare for Model UN, delegates prepare a Status Report on the state of their chosen country. Depending on the delegate's selected committee, they also write brief summaries of their country's position on specific topics.

Delegates receive a Session Book at the beginning of the conference that will tell them where to be at all times depending on their chosen program area. After eating breakfast in the skyways, delegates will spend most of their time in their program areas, breaking for lunch. There are youth leaders who are in charge of each program area and can help delegates if they have any questions.

Delegates act independently throughout the day; they move through program areas, choose evening activities, and get food (in groups of three or more) from the skyways during meal times, all independently. Delegations convene in the evening to touch base and reflect on the day, but times that the delegations are all together are infrequent throughout the conference.

After dinner, delegates can choose from a variety of fun activities such as movies, craft room, and board games. Every night there is different special event: Talent Show or Dance. Delegates stay in hotel rooms at night!

WHAT DO DELEGATION DIRECTORS AND ADVISORS DO?

After checking in your delegation, students will be independent for most of programming. Adults will be responsible for monitoring program areas, overall supervision, leading delegation reflection, and checking on students at night. Each Delegation Director and advisor will be given a specific schedule of meetings and supervision shifts to attend, and where to gather with your delegation at appointed times. Delegation Directors share the responsibility of supervising/directing the delegates with advisors and Hotel Directors.

IMPORTANT AREAS & PEOPLE

STATE OFFICE

Headquarters or Minnesota YMCA Youth in Government. Go here for program related issues such as missing nametags or to buy YIG clothing.

ADVISOR ZONE

Area for all advisors to check in and receive their assignments. Check in area for all advisors. Can ask questions about where you are supposed to be, or just hang out with other advisors.

PROGRAM AREA ADVISORS

The majority of Advisors will be assigned as a Program Area Advisor. They provide overall supervision and assistance to students, and are led by a Program Specialist.

LOGISTICS TEAM

The Logistics Team is in charge of making sure the conference runs smoothly, especially when it comes to transportation and safety. They coordinate Skyway Duty during meals and work with the bus companies and drivers to coordinate the shuttling of delegates to and from program sites outside the hotel.

PROGRAM SPECIALIST

Specialists have the responsibility of managing all the Delegates and Program Area Advisors in their Program Area, such as Courts, Lobbyists or Media. Specialists work with the State Office throughout the year to prepare their Program Area for conferences, and generally stay in their positions from year to year. Volunteers interested in being a Specialist should contact the State Office individually.

HOTEL DIRECTORS

Hotel Directors are responsible for managing safety, security and discipline issues at YIG conferences. They will help Delegation Directors interpret the Code of Conduct and determine a disciplinary plan of action. Hotel Directors are the primary resource for information and support during conferences.

SAMPLE DELEGATION DIRECTOR CONFERENCE SCHEDULES

MODEL ASSEMBLY

THURSDAY

- 12:00pm Take delegates into the hotel, check in with Hotel Directors and Advisor Table. Send delegates to lunch in skyways
- 2:00pm Program team meeting
- 3:00pm Program Area Assignments
- 6:00pm Dinner in the skyways
- 7:30pm Program Area Assignments
- 9:00pm Delegation Director Meeting
- 10:30pm Delegation meeting and reflection
- 11:30pm Supervise hotel floor, room checks

FRIDAY

- 7:00am Wake up call to all delegates
- 9:00am Supervise program area
- 11:00am Lunch in the skyways
- 1:00pm Program Area Assignments
- 3:00pm Program Area Assignments
- 5:30pm Dinner
- 7:00pm Supervise Evening activities
- 7:30pm Delegation Director Meeting
- 9:00pm Evening Activities (all advisors on duty)
- 10:30pm Delegation meeting and reflection
- 11:30pm Supervise hotel floor, room checks

SATURDAY

- 7:00am Wake up call to all delegates
- 9:00am Program Area Assignments
- 11:00am Lunch in the skyways
- 1:00pm Program Area Assignments
- 3:00pm Program Area Assignments
- 5:30pm Dinner with delegation
- 7:00pm Advisor Meeting & Recognition
- 8:30pm Evening Activities (all advisors on duty)
- 10:00pm Delegation meeting and reflection
- 11:30pm Supervise hotel floor, room checks

SUNDAY

- 7:00am Wake up call to all delegates
- 8:00am Deposit luggage in drop off area
- 9:00am Program Area Assignments
- 11:00am Program Area Assignments
- 12:00pm Lunch in the skyways
- 1:30pm Program Area Assignments
- 3:00pm Closing Ceremony
- 4:00pm Pick up luggage and delegation departs

MODEL UN

THURSDAY

- 10:00am Register with hotel directors and advisors, store luggage
- 12:00pm Opening Ceremonies
- 12:30pm Program Team meeting
- 2:00pm All Advisor meeting
- 3:00pm Program Area Assignments
- 5:30pm Dinner in skyways
- 8:00pm Delegation Director Meeting
- 9:00pm Evening Activities (all advisors on duty)
- 10:30pm Delegation meeting and reflection
- 11:30pm Supervise hotel floor, room checks

FRIDAY

- 7:00am Wake up call for students & Breakfast
- 8:30am World Briefing
- 9:00am Program Area Assignments
- 12:00pm Lunch in Skyways
- 1:30pm Program Area Assignments
- 5:00pm Program Area Assignments
- 6:30pm Dinner
- 9:00pm Advisor Meeting
- 10:00pm Evening Activities (all advisors on duty)
- 11:00pm Delegation meeting and reflection
- 12:00pm Supervise hotel floor, room checks

SATURDAY

- 7:00am Wake up call to all delegates
- 8:00am Deposit luggage in drop off area
- 9:00am Program Area Assignments
- 11:00am Program Area Assignments
- 12:00pm Lunch in the skyways
- 1:00pm Program Area Assignments
- 2:30pm Closing Ceremony
- 4:00pm Pick up luggage and delegation departs

These are approximate schedules. See the official schedule for specific activities and timelines each year.

There is time for short breaks for advisors, which will vary and be assigned by Program Specialists. Breaks are dependent on all advisors showing up and being on-time for assignments.

SECTION V: Preparing for Sessions

Registration

Students and their parents/guardians are responsible for registering themselves online. There are in-depth registration instructions on the YIG website, but this is an overview of the registration process.

TIMELINE

The timeline changes slightly every year as determined by the State Office, but this is the general timeframe of registration deadlines

MODEL ASSEMBLY

OPENS Early September
PRIORITY DEADLINE mid October
CLOSES early December

MODEL UN

OPENS Late January
PRIORITY DEADLINE Late February
CLOSES Mid March

PRICING

Pricing for conferences are subject to change each year, check with the State Office or the YIG website to confirm this year's costs.

ONLINE REGISTRATION

There are two online systems Delegation Directors should be familiar with:

PERSONIFY is the membership and financial tracking software used by the YMCA of the Greater Twin Cities.

REGY is an online registration system built specifically for YIG programs by an outside vendor, and is used by many other state YIG programs across the country. REGY is used for assigning program areas and submitting/editing documents.

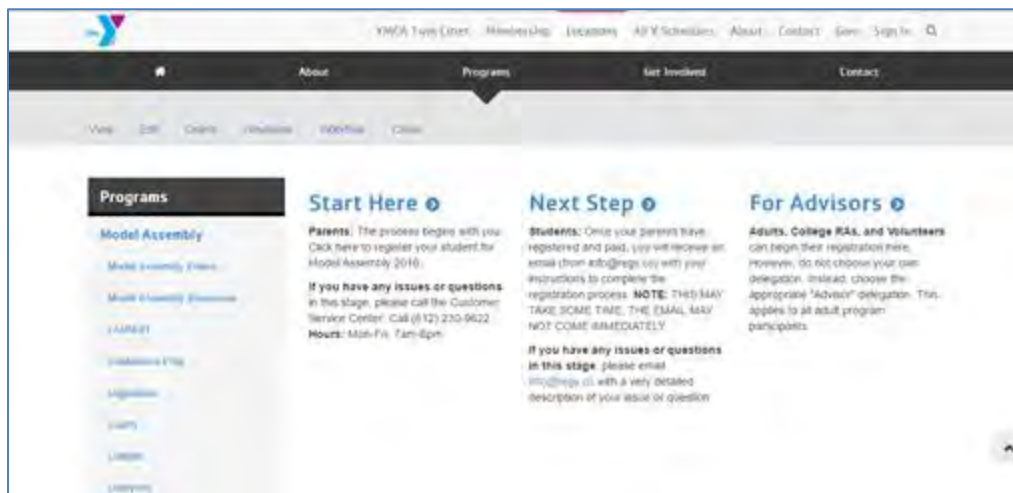
ONLINE REGISTRATION PROCESS

Online systems are the primary way for students to register for Youth in Government programs. Complete registration happens in two parts:

- 1) Parent registration
 - a) Parent information
 - b) Student information
 - c) Payment
- 2) Student Registration
 - a) info@regy.com will send a message to the student email provided above with further instructions
 - b) Registration is NOT COMPLETE until the student follows the instructions in the REGY email and completes program choices, etc.



Go to the YIG website www.mnyig.org and follow the registration instructions there. There are guides/toolkits for parents and students to use so they can follow the quirks of both systems.



ALTERNATE REGISTRATION OPTIONS

Paper registration forms are only intended to be used if a registrant has special circumstances that prevents them from using the online system. Forms will be made available to Delegation Directors when registration opens but may not be posted to the YIG website.

Paper registration can be utilized for:

- Those who cannot use credit/debit cards for payment
- Those who need special payment arrangement or plans
- Those who need a Personal Pricing Plan and for whom at least one of the above situations apply.

If someone wishes to apply for a Personal Pricing Plan but CAN pay the required deposit on a card, they can register online. Once YIG applies the pricing plan to their account, their card will be debited by the reduced amounts, according to the posted payment schedule.

Even if a delegate submits a paper registration, they will still be required to go through the REGY portion of the registration process, and will have to use REGY to select program area preferences and submit documents, just like those who register online.

All students who can register online, should. Online processes are much quicker and ensure that delegate information is accurate (because they enter their own info). Program Assignments are also sped-up when students use the online portal.

SECTION V: Preparing for Sessions

Logistics

TRANSPORTATION

Make sure to have transportation to and from the conference at least a month prior to the event. Depending on the size of the delegation and how far away it is from the conference location, one or more busses may need to be reserved. Very small delegations might decide to just have mini buses or vans to drive delegates to the conference, but delegates are **NOT ALLOWED** to drive their own cars. Parent drop off/pick-up for an entire delegation is never a good idea.

Especially if transporting a small delegation, make sure to check with nearby delegations to see if sharing transportation would be feasible, which could save both delegations a lot in cost.

DRESS CODE

In order to create a professional and respectful environment, delegates and advisors are required to follow a dress code at all conferences. During program hours, everyone is required to wear “business attire,” while during evening activities and other personal time, attendees are allowed to dress more casually, although there are still expectations for dress during those times. It is the responsibility of Delegation Directors and other adult Advisors at conferences to monitor and enforce the dress code – to do this consistently and with common sense.

The standard dress at the “real” United Nations is western business attire. We reflect that business-like atmosphere during the Model United Nations and do not permit delegates to dress in the “native” dress of their countries. Participants will dress appropriately during scheduled program activities. If you are not following code of conduct dress, you will be sent to your room to change. “I don’t have anything else to wear,” is not an acceptable excuse.

It can be difficult to provide growing teens with business attire, and some parents are reluctant to spend money on clothes for a weekend-long event. Families are not expected to spend a lot of money on appropriate clothing. It may be a good idea to borrow some pieces from friends/relatives, collect/create a list of local thrift shops and second-hand stores and/or organize clothing drives.

REFER TO THE MOST CURRENT COPY OF THE CODE OF CONDUCT FOR SPECIFIC DRESS CODE REQUIREMENTS.

WHAT TO BRING

- Proper clothing (per Code of Conduct)
- Food (can bring coolers and snacks for room – especially breakfast foods)
- Money for meals and swag
- Program Materials (copies of written projects produced, research materials)

WHAT NOT TO BRING

- Large amounts of money
- Expensive jewelry, etc.
- TV-based video game systems (can damage hotel TVs)
- Portable Speakers
- Delegates cannot drive their own car

CODE OF CONDUCT

Minnesota YMCA Youth in Government promotes a trust-based Code of Conduct, on the foundation that all delegates and advisors agree to conduct themselves in a mature and respectful manner. Adults should make every attempt to help each participant achieve his/her full potential during the Model Assembly Session and Model United Nations.

No one is expected to memorize the Code of Conduct but Advisors should review it themselves before each conference. Delegation Directors are always allowed to enforce a stricter standard than the Code of Conduct dictates, but the State Office will enforce the standards outlined in the Code of Conduct and facility expectations documents.

- Dress Code – Everyone at YIG conferences is expected to wear “business” attire during program time and are free to wear casual clothing during evening activities.
- Name Tags – EVERYONE at any YIG event is required to wear a name tag at all times. This is for safety as much as it is for convenience; it makes it easy, when at the hotel or other conference sites, to identify who is with YIG and who is a stranger – including in skyways and in transit.
- Facility Rules – Advisors must help ensure that the facilities used during YIG events, the hotels, YMCA branches, schools, the Capitol and other government buildings, are protected and respected. The reputation of YMCA Youth in Government and the YMCA, as well as our future use of these spaces, depends on the quality of supervision.
- There will be NO food or beverage OF ANY KIND (even water) allowed in any chamber, program areas or committee rooms (this also applies to Advisors). At the end of each day and/or session, your assigned area must be inspected and returned to the condition found at the beginning of the session.

- No non-Youth in Government student guests are allowed to visit the hotel at any time!! Only registered delegates are allowed to participate in program and evening activities. Delegates responsible for bringing outside student guests to the hotel or program areas may be asked to relinquish their positions and may be sent home at their own or parents' expense.
- Delegates and advisors should travel with at least 3 –5 people when leaving the hotel and when using the skyway system.
- During scheduled program time, delegates and advisors should remain in their assigned areas.

Advisors are expected to adhere to all aspects of the Code of Conduct (curfew is an exception, even though most adults would love to follow that one!). This includes prohibitions on food & beverage in meeting rooms, tobacco, drugs, alcohol, sexual activity, etc.

There aren't double standards in Youth in Government – adults follow the same rules as students. In addition to the "regular" Code of Conduct, there is an additional "Adult Code of Conduct" which gives additional expectations on how adults interact with students and outlines best practices to keep both teens and adults safe.

SECTION V: Preparing for Sessions

Tips for First-Year Advisors



- Programs are run with mutual respect and trust – students should respect advisors and vice versa.
- DO NOT CONFRONT STUDENTS UNLESS IT IS REALLY NECESSARY and if it is necessary, please do so with respect. If there are issues with a delegate, please contact that student's Delegation Director.
- Remember that even though they look young, Resource Advisors are just what their title implies: Advisors, not students. Resource Advisors do not discipline Delegates, they have very specific roles at conferences, and have their own Program Specialist, but otherwise are the same as Advisors. They also tend to work much longer days at conferences than most advisors, and their past experience makes them extremely valuable resources.
- Youth in Government is a student-run program – adults are available to advise and to help when asked. If not asked, give student leaders the benefit of the doubt as they make decisions about program areas. It is okay to let students struggle – to a point.
- Wear stylish, yet COMFORTABLE shoes at the program sessions.
- Meals take place in the Minneapolis Skyway (most dinners for all program areas and lunch for all hotel participants) and at fast food restaurants in St. Paul (mostly lunches for Capitol program areas)
- It is OK for advisors to bring "projects" to work on during student sessions (knitting, book, grade papers, etc.) as long as the activity doesn't disrupt the proceedings.
- Work with other advisors in your program area to ensure adequate adult coverage as well as "down time" for each adult.
- It's OK to learn along with your students.
- Get to know the students in your delegation and, more importantly, let them get to know you. If students see advisors as "some adult" rather than someone they know by name, the benefit of student/adult partnership is lost.

SECTION VI

Finances

Costs

Budgeting

Personal Pricing Plans (financial aid)

Fundraising



SECTION VI: Finances

Costs

Youth in Government is an expensive program. The State Office Staff and State Board are aware of the financial obligation each delegate must make in order to participate, and they are constantly working to contain costs and secure donations to offset the true costs of participation. The following section gives you a breakdown of fees and some ideas on how to raise money and obtain financial assistance.

Finance Tips

Delegates who do not have the personal resources to participate in the program should NOT be turned away. Fundraisers and local and state contributions should help ease the financial burden.

The State Office will hold you to all financial commitments, based on the refund policy, that are made on behalf of your delegation. Please review our Business Rules and the “Working with the State Office” section.

Be wary of committing for a delegate who hasn’t paid or made some other sort of commitment.

If you want scholarship help, begin with the State Office and then look to your local delegation resources. Don’t assume that because a delegate received scholarships last year, he/she will get them again this year.

Take responsibility to see that the monies owed are paid in a timely manner.

For students to participate in either Model Assembly or Model United Nations, they must pay the **State Fee** to the State Office and a **Delegation Fee** to the local delegation. The State Fee is set each year by the State Office and pays for the conference operation. Delegation Fees pay for transportation to and from conference events as well as other expenses such as delegation t-shirts or food for at-conference delegation meetings, and therefore vary from one delegation to the next.

A **Deposit** is required along with the Registration. This is included in the total cost of the State Fee, and may vary from delegation to delegation. There is **Early Registration** pricing available during the beginning of the registration period. Participants who register after early registration ends will be charged more than participants who register prior to the early registration window closing.

Students in need of financial assistance must submit a **Scholarship Application**. If the application is approved, the participant will be awarded a scholarship based on their family's income. Scholarships are awarded on a first-come, first-served basis until funds are depleted, so it is essential to get applications in early. **Scholarships and Registrations will NOT be approved by the State Office if a deposit has not been collected. Incomplete applications will be returned to the Delegation Director.**

More details regarding the registration and scholarship application process, including due dates and requirements, will be available online when registration opens.

State Fee (determined by State Office)

+ Delegation Fee (determined by Delegation Director)

- Student Fundraising (vary by Delegation)

- Scholarship (awarded by State Office)

- Financial Assistance (awarded by Delegation)

= Cost to student

SECTION VI: Finances

Budgeting

The needs of each delegation are different, and therefore it's impossible to provide a comprehensive budget. This section will help you get started:

Here are some of the things you may need budget for, in addition to the state fees:

- Transportations costs to and from YIG events/conferences and trainings
- Delegation T-shirts/sweatshirts (optional)
- Meeting Costs (printing, snacks, facility fees, etc.)
- Adult advisor volunteer costs (optional)
(Some delegations underwrite parking and meals for their volunteers or they take all their advisors to dinner one night during the conference, though the standard varies among delegations)

TRANSPORTATION		\$1,450
LAUNCH	\$500	
Model Assembly/Model United Nations	\$750	
Misc. (volunteer parking, etc.)	\$200	
SUPPLIES		\$100
FOOD & DRINK FOR MEETINGS		\$100
MISC. EXPENSES		\$75
DELEGATION SCHOLARSHIPS		\$300
RECOGNITION AWARDS		\$50
DELEGATION T-SHIRTS (\$10 X 45 students & advisors)		\$450
TOTAL EXPENSES		\$2,475

Calculating Delegation Fees

$$\begin{array}{rclcl} \text{Expenses} & \div & \text{Number of Delegates} & = & \text{Fee per student} \\ \hline \$2,475 & \div & 40 & = & \$62 \text{ per student} \end{array}$$

SECTION VI: Finances

Scholarships

STATE OFFICE SCHOLARSHIPS

We believe every student should experience YIG programs, regardless of family income. Thanks to the generous support of donors, we are able to offer scholarships to students who need a little extra help.

Scholarship are awarded to qualified applicants on a first-come, first-served basis and as long as funding is available. To apply, students need to fill out the application form in full. Generally speaking, the student and their family needs to provide one of the following options (see the scholarship application for up-to-date requirements):

- Free/Reduced Lunch Letter
- 1040 Federal Tax Form + 2 forms of verification
- Verification of Non-filing form + 2 forms of verification

When registering for conferences with scholarships, parents need to submit their application along with paper registration forms and some sort of deposit, even if it is a reduced amount. If the parent can pay the full deposit, they can register online, and once the award is applied to their account, their card will be debited according to the payment schedule (including the scholarship award).

Delegation Directors should also check with their hosting school or YMCA, as they occasionally have additional money that can be allocated to financial assistance.

YMCA-based delegations should plan for local scholarship funds in their own budgets to supplement assistance given from the State Office. Delegation Directors at Ys are strongly encouraged to have conversations with their Executive Directors in order to build local awards into the YMCA budget.

SECTION VI: Finances

Fundraising

Depending on your local delegation needs, you may need to subsidize fees with fundraisers. Work with your sponsoring organization to establish sources where you might solicit funds (service clubs, local bar associations, community businesses, legislators, local officials, etc.). Be sure to coordinate rather than compete with local Y's fundraising efforts. Service clubs, attorneys, and businesses with educational interests are quite supportive. Sponsorships coupled with time-tested fundraisers can cushion the financial impact for your delegation.

FUNDRAISING METHODS

YIG LETTERS

Send letters to all of the service clubs in your area telling them a little about the YIG program. Be sure to include all costs and be available to attend a meeting to answer any questions. Ask for their help in sponsoring some of the delegation fees.

SPONSORSHIP

Ask local attorneys, judges, political figures, and business executives to sponsor just one delegate. Recognize sponsors in letters to parents and in press releases.

CROWDSOURCING

Create a crowd funding page for your YIG delegation on a page like Indiegogo. Create perks for each denomination of money donated: Donate \$5 and you will get a signed thank you card & picture from the YIG conference, \$20 and you will get a live update from the YIG conference, \$50 and you will get a YIG t-shirt signed by the whole delegation etc.

“GIVE IT UP” CHALLENGE

Encourage students and families to give small donations, usually change, towards a goal set for a day. If the goal is met, teachers commit to giving up something that is part of their everyday routines such as coffee, sweets, etc. This can be a weeklong event with the individual day goals increasing.

EVENTS

CARNIVAL

Have cake-walks, greased melon contests, relays, chess/checker games, etc. Award certificates and/or ribbons to winners. Charge an entrance fee with the proceeds going to the YIG delegation.

DANCE

Have a dance with live music and sell tickets in advance. Middle school dances work well.

CONCERTS

Many of the people at your YMCA are quite talented musically, or have friends who are. Ask them to sing at a concert or hold a "battle of the bands." These concerts could be quite professional, requiring only a large room, some kind of sound system, and singers/bands. Charge for tickets according to preparation time, refreshments, quality of the music, etc.

SPORTS TOURNAMENT

Pick a sport popular in your area (dodgeball is always a good, general-purpose choice.) A well-organized tournament can draw a large number of participants. Publicize it well, secure equipment and officials and reserve gym space. Charge teams an entry fee to cover all costs (gym, officials, etc.) plus your profit.

MIDDLE SCHOOL FUN NIGHTS

Provide pizza, sell soda for less than machines, provide supervision and activities.

DOG OR CAR WASH-A-THON

Have people sponsor you for each dog or car you wash in a day and hold free dog or car wash with the money from the sponsors.

TRASH-A-THON

Youth solicit pledges for every large green garbage bag of trash they pick up. Pledge sheets, verification forms and other general information should be on official YMCA stationery, and news articles should be released to local media to give the fundraiser more validity. A map should be drawn up assigning different areas to participants. Adult volunteers need to be on hand to transport and verify garbage.

HOLIDAY EVENTS

SANTA CLAUS PICTURES

Have members of delegations dress up as Santa and have a stand at a Christmas tree lot or local mall and sell Polaroid pictures.

HOLIDAY GIFT WRAPPERS

Your Y could hire out as gift wrappers. For a fixed price you could wrap presents either in their homes or at the Y. Paper could be supplied by the Y or a local business (covered by a small percentage of the income or donated) or the people could supply their own (at a lower wrapping rate). Contact a local mall for permission to set up a gift wrapping booth during the holiday season.

CELEBRATIONS OF MULTI-CULTURAL HOLIDAYS

Don't just limit activities to just Christian or American holidays – think of meaningful ways to provide community celebration for ALL holidays – Ramadan, Cinco de Mayo, Hanukkah, etc.

SINGING HOLIDAY CARDS

A card could be purchased, signed by the purchaser and delivered with a few people or one person adding a singing Holiday message.

CHRISTMAS TREE SALES

You could have delegates assist in selling trees with an agreed upon amount that will go to the YIG delegation. Sell \$1 off tickets to the lot. You get the \$1; they get the business.

ORNAMENTS

Make ornaments (dough, glass bulbs, etc.) – paint and seal. Wrap in plastic bag tied with ribbon. Sell for \$5-\$7 each.

HAUNTED HOUSE

Paint freezer boxes with different scenes to make rooms and hallways. Involve ghosts, goblins, witches, a mad scientist, torture chamber, etc. for the children near Halloween. Another idea is to offer a carnival if a Haunted House won't work.

COSTUME BALL

Hold this the weekend before Halloween. Have everyone come dressed in a costume. Charge for attendance and invite other delegations in your area.

PUMPKIN SALES

Your YMCA could take orders 2 weeks prior to Halloween. You could have 2 charges: fresh pumpkins, or gutted and carved/drawn on pumpkins.

FLOWER GRAMS

A card would be purchased and signed by one party to be delivered to an individual along with the type and number of flowers the first party wishes to send. Usually carnations or roses are most appropriate. They are usually sent in the Christmas and Valentine's Day time of the year.

SALES

BAKE SALE

Delegates each bring a baked good and sell items in the branch/school for a low price.

GIFT BASKET BIDDING/AUCTION

Gather donated items from local businesses and create gift baskets that students and parents can bid on. Example: a "Movie" themed basket with cinema tickets, specialty popcorn and candy.

CANDY SALES

Sell lollipops, homemade candy or the world's finest chocolates brand at any sport event (especially YMCA sports), in neighborhoods, or all Y functions.

PIZZA SALE

A local company donates all ingredients for pizza. Teens make them assembly style and take orders. Students deliver pizzas ready to cook. Local pizza companies may have their own programs – it may be worth it to call around!

PLANT SALE

This idea takes a lot of planning and some knowledge of the subject to be successful. It is relatively inexpensive to buy pots and soil for use in propagating house plants. All you need is plant stock from which to take cuttings. Check with the local plant nursery for plants that would be suitable for this project. The key to this sort of project is timing – to have plants ready when you need them. A local nursery or grower could donate materials.

MEALS AND SOCIALS

ANY YMCA PROGRAM REUNION DINNER

Cook and serve a Reunion Dinner for any YMCA program. Tickets can be sold in advance and you can try to get as much of the food donated as possible. This is a very fulfilling group project.

DOLLAR-A-DIP DINNER

Each person brings a dish or two and a dollar is charged for each scoop, piece, cut, or serving of food. This can be a classy affair such as invitation only to such service clubs as Y's Men's Club or Rotary, or open to the community. Combine with other money-makers for a full and interesting evening: valet parking (\$1 to park each car); sell raffle tickets for donated gifts; have an auction; or invite a speaker.

FUNDRAISING DINNER

Contact prominent people throughout your city to volunteer their time to speak at a dinner. Have delegates provide food through potluck and donation, and charge for entry.

PANCAKE BREAKFAST

Approach a local restaurant to let the Y use its cooking facilities for a pancake breakfast. The food could be cooked and served by the delegation; publicity and tickets sales can go to a charity; profits to be split half and half. While people are eating breakfast YIG delegates can be washing their cars. A great 2-in-1 deal!

POLITICAL FORUM BREAKFAST

Local politicians come and speak and answer questions over breakfast.

AUCTIONS & SALES

OLD FASHIONED PICNIC AND AUCTION

Charge an entry fee and provide family games and contests ending in an auction of gifts donated by the community.

ARTS AND CRAFTS AUCTION

Items, usually handmade, are donated by participants and parents. Offer coffee and cookies and charge an entrance fee. Get an auctioneer to donate his/her time.

RUMMAGE SALE

YIG delegates gather materials, price items and set up booths. Ask parents and community to donate items. These items donated by business organizations can be written off as tax deductions. Can also be a regular yard/garage sale at someone's house. Get pizza, muffins, or donuts donated and sell at the event.

CLEAN UP

HOUSE/LAWN CARE

Contract with a local building contractor or realtor to clean the paint and stucco off windows of newly built housing tracts; clean the floors; do lawn care for houses in escrow or unoccupied.

RENT A STUDENT

Send out notice to Y members, family, and friends offering delegates for odd jobs. Best to work in pairs – makes it more fun and adds to safety.

SERVICE BOARD

Y or school staff members post on a bulletin board odd jobs or service projects for around their home and a price they would pay for the service. Youth take the postings and sign up to do the task for the donation.

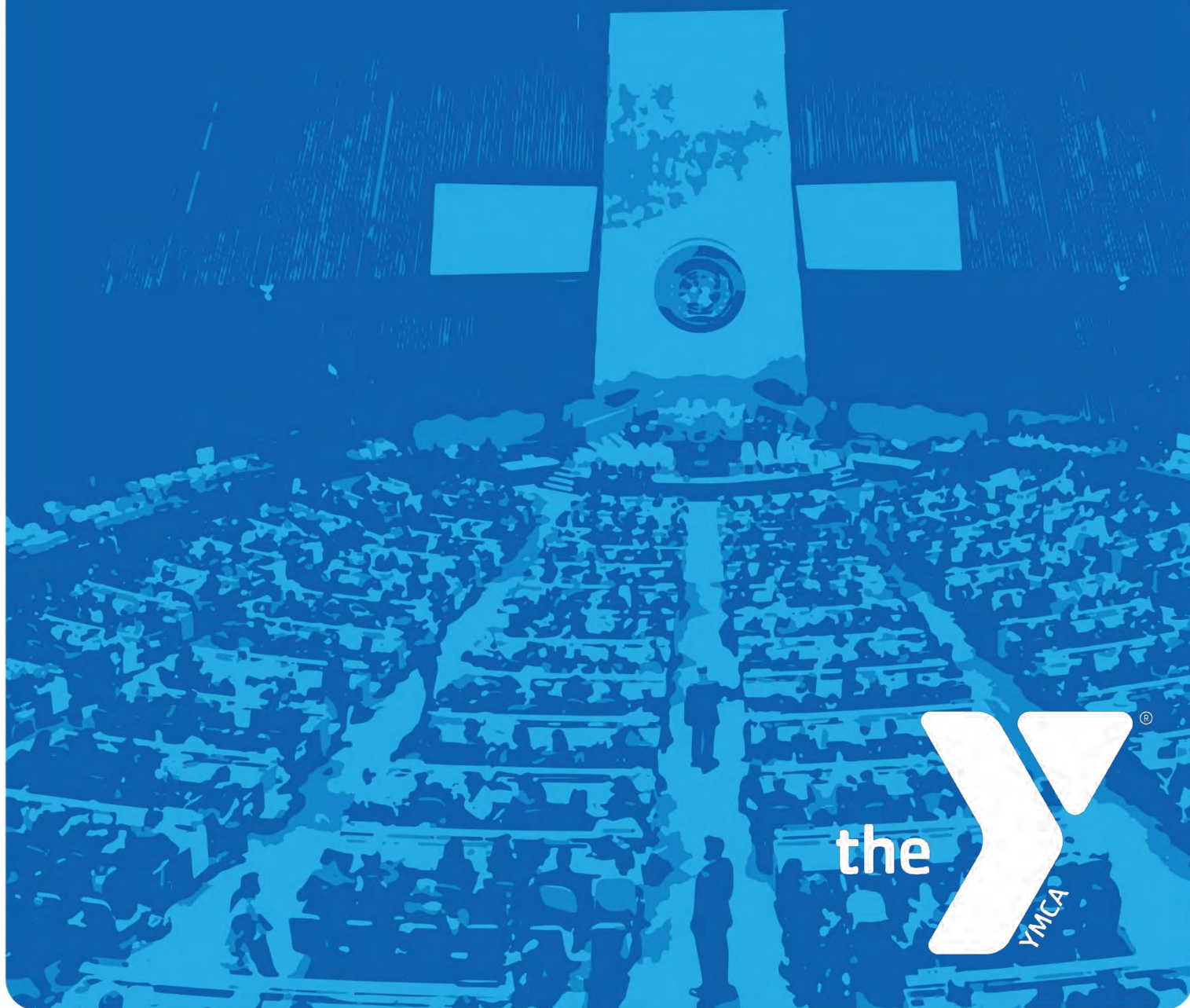
FLEET VAN WASH

Contract with a local company that owns a fleet of vehicles (phone, cable, power companies, also car dealerships). Ask for a set amount per car washed. An adult needs to be in charge of access to the property, quality control, and seeing that things are cleaned up. Students bring their own buckets and rags and the project buys the soap. Hoses are usually available through the business, but parents may have to bring extras. Vehicles are washed to owner's specifications. Students are paid according to the number who participates divided into the earnings. Students sign in on arrival and latecomers receive a reduced rate. Family members who help contribute to the individual student's earnings. It takes 30 minutes to set up and additional 30 minutes for clean-up. 15 students can wash about 25 vans in 90 minutes. Please note that you need to keep the service up or you will lose the contract. Also, make sure the participation is good throughout the life of the contract. Even if 3 students show up, all cars must still be washed.

SECTION VII

Sample Agendas

Recruitment Meeting
Parent Meetings
Delegation Meetings
Year-End Celebration



SECTION VII: Sample Agendas

Recruitment Meeting

NOTE – This meeting could take place after school or a condensed version could be used when student leaders go to classrooms to make short presentations.

Welcome and Introduction

Thank all the students for attending the interest meeting. Ask all to introduce themselves and say why they are interested in joining YIG

Brief Overview

Give each student a Model Assembly or Model UN brochure, and let them know about the basics of the conferences.

- Weekend conferences hosted in a hotel
- Delegates spent a few months with their delegation, writing and doing research
- At the conferences, delegates have the opportunity to share, defend, and fight for the projects they have written in a professional setting.
- There are many ways to be involved and a variety of program areas to join, based on grade and interest.
- After the events of the day, there are many fun events to attend including a talent show, group dinners and a dance.
- The whole weekend, delegates stay in the hotel and eat their meals in the skyways of downtown Minneapolis.

Video

Show the current YIG Overview video(s) (found on YIG's YouTube channel) to give a direct look at what the conferences look like.

Meetings

Go over your delegations specific meeting times and location. Describe a typical meeting.

Cost

Pass out a cost sheet to each student. Explain that the fees go toward transportation, food, and staying overnight in a hotel. Let them know that the Personal Payment Plan applications/scholarships are available on a first come first served basis.

Benefits

- An activity you are going to learn a lot from
- Meet teens from all over Minnesota and make friends that last a lifetime
- Build your leadership skills and skills to use in the adult world
- Stay overnight in a downtown hotel
- Looks GREAT on a college resume

Q & A

SECTION VII: Sample Agendas

Parent Meetings – Overview

Delegation Directors are expected to lead a parent meeting before the conference to keep families informed and prepared. Agendas are provided for parent meetings on the next pages, but here is basic information parents will need to know:

What will happen at Conference?

Security & Safety information

Who the Advisors are and their Connections to YIG

Meal Information

Funds Students Need at Conferences

Hotel & Rooming Information

Packing Guidelines

Key Dates

Registration deadline

Leaders Filing deadlines

Training Dates and times for appointed and elected officials

Final fees due and Timeline

Deadline for Reports, Papers & other Conference materials

Dates of the Conference with arrival & departure information

SECTION VII: Sample Agendas

First Parent Meeting

Welcome

If you have a strong delegation Chair who is comfortable speaking to adults, you may want to have him/her emcee the evening. Another option is for the delegation Chair and Delegation Director to emcee together.

Introductions

Have the delegates introduce themselves AND their parents. This allows you to pair up the various parent-teen combos especially if they are not sitting together. Observing how the delegates introduce their parents will also allow you to observe a little of their parent-teen dynamic. The advisors may then introduce themselves or be introduced by the Delegation Director.

Program Overview & Video

If you have experienced delegates who can give a clear, somewhat linear overview of the program, they are your best bet. You may have just one do it, or split it into parts to give more delegates an opportunity to speak. It is important to prep your delegates beforehand to help them structure their presentations so the parents aren't confused about what happens when. (Supplying parents with a handbook prior to the meeting helps with this as well.) After the overview, show the video – make sure it is cued up ahead of time.

Debate – with a twist (optional)

Holding a debate is a great way to give parents a feel for the types of things that happen at the Model Assembly. In this case, it's a debate with a twist. You'll want to choose a topic that is timely, somewhat controversial, and where the delegates and parents would tend to be on opposite sides. Here's how it works:

- Ask for three parents and three delegates to do a debate.

- Give them the topic.

- Tell them which side they will be arguing—for instance, if the topic is requiring school uniforms, have the parents argue against it and the delegates argue in favor of it.

- Give them a few minutes to develop their arguments.

- Hold the debate, giving each side time for rebuttal.

Some great things happen in these debates. The parents are impressed by how well their kids do. The teens are impressed by how well their parents do. Having the debaters argue a side they might not normally take is often good for a few laughs! Finally, the parents gain some insight into the program.

Youth in Government from a Parent's Point of View

A good way to get across to the parents the value of Youth in Government is for them to hear about it from their peers. This is one of the reasons it is helpful to get to know the parents. If you have parents with delegates who are returning for a second, third, or fourth year, or have delegates who have had siblings in the program, contact them in advance and ask them if they would be willing to share with the group. Ask them to focus on why they like the program, why they are willing to let their children continue to participate, what their child has gotten from the program, how they have changed, how they have grown.

Hearing parents of returning delegates talk about what Youth in Government has done for their child helps new parents feel comfortable sending their own children. Be prepared for a few tears as some parents, and advisors, may get a bit emotional about the effect the program has had on their child's life. The Delegation Director should emcee this portion of the program.

Review Registration Process and Code of Conduct

If you accomplish nothing else at your Parent Meeting, you want to do this. It is critical that parents understand ground rules and the consequences of breaking these rules. 3:00 a.m. on a Sunday morning should never be the first time a parent hears they are responsible for paying for the transportation of their child home for breaking the Code of Conduct. The parents will appreciate the fact that the adults are enforcing the kind of behavior that they would expect at home and also very much appreciate the fact that the adults in the program abide by the same rules. Be sure to emphasize that the Code of Conduct sets out expectations that all adults and students agree to live by and also outlines possible consequences for not living up to the Code – this may include being sent home at parent's expense.

Talk about how to register and review refund practices; how to designate program area choices; when registrations are due; where to turn them in; amount of deposit to include.

Financial Matters

Discuss delegate tuition – payment deadlines; State Fees vs. Delegation Fees

Talk about YMCA policy – we do not turn away students based upon inability to pay. Cover payment plans, local scholarships, fundraising, and Personal Pricing Plans.

Review fundraising opportunities and plans for fundraising at the local delegation.

Provide Personal Pricing Plan Application forms for those who are interested.

Q&A

This is your chance to answer any remaining questions the parents may have.

SECTION VII: Sample Agendas

Pre-Conference Parent Meeting

Welcome & Introductions

Introduce Delegation Director, student leadership of the delegation and the adult advisors. If the meeting is small enough, have the parents and participants present introduce themselves.

Review Program Schedule

Conference activities (program area-specific info here)

Evening Delegation Meetings – location and times

Meal Procedures – where to eat, what the food options are, etc.

Review Code of Conduct (particular points to cover listed below)

Do this in some detail – have very good summary of points of the Code and be sure to emphasize that the Code of Conduct sets out expectations that all adults and students agree to live by and also outlines possible consequences for not living up to the Code – this may include being sent home at parent's expense.

Wear Nametags at all times.

No non-YIG students at any time.

No room visits by anyone at any time (this can be cause for immediate dismissal).

No food, beverages, gum or any other foodstuff in any program area.

No drugs, alcohol, smoking, intimate sexual conduct, etc.

Proper care of facilities – removal of all trash.

Dress Code (be very specific about what is appropriate and what is not appropriate).

Getting Ready for the Conference

Transportation schedule – when the group leaves and when the group returns home

Luggage procedures

Registration at the conference

Room assignment procedures

Hotel arrangements

How to get in touch with a student (numbers for hotel and Delegation Director)

Movies, phones, room service, internet and other incidental charges

Safety and Security

Code of Conduct as standard of activity

Security Officers are on each floor overnight and advisors are assigned to supervise Skyways during mealtimes.

Hotel Directors on-site to interpret Code of Conduct and to assist with first aid & emergencies

Students to be alert to security issues – not traveling alone, not talking to strangers, following rules and guidelines given by adults and program materials

What to Bring

Proper clothing (business clothes for meetings, casual clothes for evening activities)

Food (can bring coolers and snacks for room – especially breakfast foods)

Money

Program Materials (copies of written materials students produced, research materials)

What Not to Bring/What Not to Do

Large amounts of money

Expensive jewelry, etc.

TV-based video game systems (can damage hotel TVs)

Delegates cannot drive their own cars

Q&A

SECTION VII: Sample Agendas

Delegation Meetings

Agendas should be determined before each delegation meeting by the officers and Delegation Director. It is highly recommended that you use the same agenda format for every meeting – consistency is key! Meetings should last 90-120 minutes.

Call to Order

Icebreaker

3-5 minute group activity to get everyone warmed up. The Icebreaker should be related to the meeting activity.

Attendance

This can be done by the delegation Secretary. Be sure to keep a written record of who has been attending meetings

Group Activity

Any group activity should relate to the topics covered at that day's meeting. In addition, all group activities should end with a "debriefing" session where the group and individuals can reflect on what they learned through the activity.

Allow for 10-15 minutes for the activity, and it should be led by a Delegation Officer.

Community Building is important because it brings the delegation together in ways that many other activities could not. Fundraising is an excellent example of a long-term team building activity

Conference Prep

Overview conference preparation. Pair up old and new delegates to review their program area prep materials together. Groups may also split up by program area to do this.

Old Business

This is reserved for any topics that have been carried over from the last meeting. Try not to let this go on for too long; don't sacrifice new business that needs to get done in favor of old business

New Business

Discuss new topics, introduce program areas, plan for the future, etc.

Next Meeting

Review any delegate responsibilities/assignments for the next meeting.

Adjourn

SECTION VII: Sample Agendas

Year End Celebration

One of the best ways to plan for a successful year is to include a fun Year-End Celebration where delegates are rewarded for a job well done.

Call to Order

Invocation

Meal

Include food! Have it in the evening/night. It can be held at the usual delegation meeting place, or go offsite to make it special; a potluck, a restaurant, member's house, picnic at a park, etc.

Recognition of Guests

We recommend you invite parents and other guests, such as a representative from the sponsoring organization/school (school Principal or YMCA Executive, for example), as this can be an excellent public relations opportunity.

Comments from Advisors

Do something special for the advisors (contact State Office staff for ideas).

Recognition of Outstanding Members

Recognize outstanding members. Mention any awards given at the conference(s).

Installation of Officers

Elect (or recognize if they have already been chosen) new Delegation Officers for upcoming program year. Recognize outgoing officers.

Speaker (optional)

Additional Remarks

Closing Remarks

SECTION VIII

Meeting Activities

Community Engagement
Speakers
Establishing Ground Rules
Team Building Activities
Public Speaking and Debate Activities
Leadership Development Activities



SECTION VIII: Meeting Activities

Community Engagement

Working on volunteer projects and outreach can be great bonding for your delegation as well as build your image and connections in your community. Here are some ideas on how to get your delegates engaged in their neighborhood.

Attend a local city council meeting or local school board meeting.

Find an internationally-focused group or organization and attend one of their activities.

Hold a bill hearing – invite community leaders to observe or participate.

Visit your local legislator at the Capitol.

Research at the library.

Contact the Department of Library, Archives, and Public Records for help with research.

Plan and execute a service project in your local area.

Write your local legislator or congressman on an issue that is traveling through the state or federal process – or an international issue that is “of the moment”.

Visit historical points of interest.

Hold a meeting with another local delegation.

Hold a meeting with 2 or 3 other local delegations.

Attend the county supervisor’s meeting.

Help educate the community about Youth in Government.

Contact your community paper to come and do a story on your delegation.

Ask to speak to the history and social studies classes, and/or hold an open meeting.

Reach out to a neighboring school or community where no Youth in Government delegation exists and help establish a group.

SECTION VIII: Meeting Activities

Speakers

Guest speakers can enhance any meeting. They provide insight into the “real” world, giving students exposure to potential careers in public service.

Potential Speakers

Local Representative/Senator
Leader of an internationally-focused group or organization
Member of the media
Lobbyist
Youth in Government Alumni (feel free to contact the State Office for suggestions!)
Elected and appointed government official
Local attorneys
Leaders from cultural communities
Community Organizer or Activist
YMCA or School Board member
Local civic organization (Women’s political caucus, Lions, Rotary, Americorps, etc)

A few things to remember about guest speakers

- These people should be treated like a VIP—they are professionals in the community in addition to being a guest of your delegation.
- Please be respectful of their time by inviting them to speak 2-3 weeks in advance of your meeting.
- Communicate with them regarding program background information and specific items you’d like them to discuss.
- Assign an advisor or officer to confirm the speaker 1 week prior to the meeting with the letter below listing some dos and don’ts and getting introduction information.
- Assign a student to accompany the guest for their visit. This delegate can meet them at the door, bring them to the meeting room, help introduce them, escort them out of the building after the meeting, etc.

This letter, or something similar, should be used when confirming a guest speaker for your delegation. It gives them a brief introduction to the YMCA core values and gives some guidelines on their presentation.

Dear (NAME OF SPEAKER),

Thank you for taking time to share your expertise with the leaders of tomorrow! The (DELEGATION NAME) Delegation is honored to have you as our guest speaker at the (MEETING LOCATION) at (MEETING ADDRESS) on (MEETING DATE AND TIME).

Youth in Government is a YMCA Teen Leadership program that teaches high school students the Minnesota State legislative, judicial and executive process. Please refer to the supplementary documents with this letter for information regarding the program history, purpose and goals.

The following is a list of guidelines we ask you to keep in mind while preparing and delivering your presentation to any segment of the Youth in Government program. Thank you in advance for your participation and support of our education of Minnesota's government!

Guest Speaker Tips

- Come ready to talk about today's issues with tomorrow's leaders.
- Know the core values of the YMCA are Caring, Honesty, Respect and Responsibility.
- Bring material that would help students better understand today's issues.
- Engage students in your presentation.

If you have any questions or you need materials, please contact (ADVISOR'S NAME AND CONTACT INFORMATION). We are looking forward to learning from you!

Sincerely,

Delegation Chair Name
Delegation Chair

Delegation Director Name
Delegation Director

SECTION VIII: Meeting Activities

Establishing Ground Rules

LET'S GET GROUNDED

This may seem elementary, but even established groups need to have structure and defined expectations. Creating these together helps empower the group and also gives you something tangible (that the youth developed and agreed to) if problems arise in the future.

Begin a discussion about the importance of everyone being on the same page about the group and what will be acceptable behavior throughout the year. The leader can either establish the rules, post them and ask the group to come to agreement on them, adding any that are missing; or the leader can start with nothing and ask the group what rules they will need to have a successful year.

SAMPLE RULES

Accept Others

- Each person has a right to say what they feel or think; accept what they say as such
- Listen to each other and show respect for each person. You do not have to agree with someone to accept them and show respect for them.

Speak for Yourself

- Say what you think or feel but don't try to speak for me.
- Avoid phrases like "we...", "people always...", "I'm sure you agree that...",

Avoid Put-Downs

- Verbal put-downs hurt people – even when they laugh and appear not to be bothered. Put-downs are often contagious and get thrown back. The "game" continues to build up until feelings are truly hurt.
- If people think they might be put-down they hesitate to share personal feelings and ideas, especially if they vary from the group norms. This can mean a lot of value discussion will be held back if you don't avoid put-downs.
- Non-verbal put-downs also hurt. These can include facial expressions, gestures, side conversations, etc.

Everyone is Responsible for their Own Learning

- Each participant in the group will learn something different from each session. Each person will learn as much or as little as he or she chooses to learn. The leader's job is to provide an environment in which the participant can learn.

You Have the Option to Pass

- In value discussions everyone participates. However, everyone does not have to share their thoughts or feelings on every question. Sometimes a question has very different meanings for different people.
- If people feel they are free to pass, they often feel freer to choose to participate at their own level rather than in ways they think others expect them to.

Expect Unfinished Business

- Often members of the group are stimulated to continue discussion after sessions. It is okay to end a session with questions still hanging.

SECTION VIII: Meeting Activities

Team Building Activities

LOLLIPOP SELF-PORTRAIT

Provide bubble gum, lollipops, colored paper, and miscellaneous art supplies.

Have participants chew the gum and put it on a piece of paper. Walk around and stick a lollipop on the gum, attaching it to the paper.

Tell participants "That is your head. The stick is your skeleton. Using supplies create your facial features, your hair, and your clothes – a self-portrait."

Have participants share their creation with a partner and have that partner introduce the participant to the group.

TAKE A GUESS...

Give each person a piece of paper and ask them to write the numbers 1 – 20 down the side. Participants should fill in as many things about themselves as they can next to the numbers. **DO NOT PUT YOUR NAME ON THIS!**

Collect the sheets, mix them up and pass them out.

Have participants read the first half of each one out loud. Ask the group to guess the person's identity. Continue reading the second

LINE UP

Have participants line up according to birthday, house number, alphabetically by first name, middle name or last name, or height.

Gradually make it more challenging by blindfolding the entire group or particular individuals, silencing the group or individuals, or doing both before you give the next "line up" category!

Possible discussion questions:

How well did you work as a group?

What made it easy/difficult?

How does this relate to our experience as a group?

Any lessons we can carry with us?

WE HAVE IT IN COMMON....

Give the following instructions: "Partner with one other person. Find eight things you have in common. Common physical characteristics do not count during this exercise." Share with large group.

"Staying with your original partner, find another group of two. Find four things the four of you have in common."

Share with large group.

"Find another group of four. Find two things the eight of you have in common." Share with large group.

Continue until the entire group is together and find one thing the group has in common.

NOTE: Depending on the size of your group, you may need to adapt activity

IN THE HAT

Prepare questions and place in a hat.

If you could "un-invent" one thing in the world so it would no longer exist, what would you choose?

If you could change one of your personality traits, what would it be?

If you could be invisible for one hour, where would you go and what would you do?

If you were to perform in the circus, what would you do?

If you had to describe the single worst thing a friend could do to you, what would it be?

If you could teach your children only one lesson in life, what would it be?

If you could be anything in a refrigerator, what would you be?

If you could remove one show from television forever, what show would it be?

Pass the hat around a circle, each draws a question and answer it as best as they can.

After a youth has answered a question, open it up to the group for further discussion.

CANDY, CANDY, CANDY

Purchase 10 kinds of assorted candy and assign a question to each type of candy. Put this information on a large piece of paper.

Pass around a bowl of assorted candy and ask participants to choose five different pieces – but don't eat it yet!

Post the questions you have assigned to each piece of candy and tell participants they can eat their piece after they have shared the answer to the question.

Sample questions:

What makes you laugh?

What makes you cry?

If you could identify yourself as an animal, what would it be?

Have you ever volunteered before? If so, where?

What's one thing about your cultural heritage that you are proud of?

When you were a child what did you want to be when you grew up?

If you could be anything in 10 years without having to go to school, what would it be?

Where do you feel most at peace?

BALLOOP

Split into groups of three and give each group a blown up balloon.

Have the players join hands in small group. Each group should attempt to keep the balloon up in the air while continuing to hold hands. Give one minute of practice time.

When practice is over, call out the name of a body part. While continuing to hold hands, the group must use that body part to keep the balloon up – hands, heads, elbows, noses, etc.

Change parts every 10-15 seconds.

When groups are getting good, call out a sequence – elbow, knee, nose. First person uses their elbow to hit the balloon, second uses knee and third uses nose. Remind groups that the balloons should never hit the ground or stop moving and hands must be held at all times.

TRUST WALK

Pair individuals up with people they don't know as well.

Blindfold one member of each pair. Spin them around a few times to disorient them.

Have the other member of each pair lead their partner to a destination.

ISLAND GAME

Based on the size of your group, make a square on the ground with masking tape that the entire group could each get one foot into.

Tell everyone they are stranded on a shrinking island surrounded by shark infested waters.

Their job is to get everyone on a small square island without touching the ground outside the square.

Continue reducing the size of the square as the group succeeds and builds confidence.

TIME BOMB

Attach a timer to a water bottle and place inside four chairs that are taped or roped off. Have a wide variety of “tools” that can be used to rescue the “bomb” – coat hangers, tape, bike locks, brooms, magazines, cord, spatulas, etc.

Break into groups of four and give groups five minutes of planning time so they can strategize and assess what tools they would like to use. Have everyone send one representative to the “tool box” to select three tools per group. Take turns selecting one tool at a time.

Return to groups and give four minutes of planning time.

Gather groups and give each one a chance to rescue the bomb before it goes off.

Possible discussion questions:

How did your group go about planning the first time?

Did you go with the first suggestion or did you gather other suggestions?

What happened when you didn't get the tools you requested?

How did the group plan the second time?

Did you spend a lot of the second time complaining or did you go to work?

What learnings could you take out and apply to how this group works?

PASS IT ON

Pass out envelopes that contain one 3X5 index card per group member.

Have participants write their name on the envelope.

Pass envelopes to the left and give 2 minutes for people to take out a card and write down a strength or note of appreciation to the person whose name is on the envelope.

Continue to pass the envelopes until they have gone all the way around.

FRIENDSHIP BRACELETS

Have each person in the group make a braided or beaded bracelet.

Pass around a large bowl and as participant place their bracelets inside the bowl, have them say one thing they gave to the group this year.

Pass the bowl again and ask each participant to close their eyes, select a bracelet and say one thing they will take from the group this year.

PAPER ON THE BACK

Tape a piece of paper on everyone's back.

Have everyone write one thing s/he appreciates about each person.

Have each participant choose one comment to read out loud.

LETTER TO YOURSELF

Have youth answer questions on a piece of paper – how they felt about their YIG experience, how they have changed, what things they learned that they would like to remember for the future, etc.

Give them envelopes and have them insert the paper, seal the envelopes and address the letter to themselves at their home address.

Mail the letters shortly after the session ends.

STONES

Sit in circle and pass around a basket of small, attractive stones or beads. Have each participant take one.

Ask participants to say one thing they learned or will take from the group and one thing they would like to leave with the group. As each person finishes, everyone should pass their stone to the left and receive a stone from the right.

By time everyone has spoken, all items have been touched by everyone and each person has the stone they chose originally.

Provide leather and wire to make necklaces with the items.

MEMORY BOOKS

Have each participant prepare one page to insert in a memory book that will be distributed to everyone. The page could be art work, "Remember When's", quotes or notes, pictures, etc.

Collect each page and compile with a cover for a YIG Book.

SPIDER WEB

Stand in a circle and have one person start by holding on to a piece of the yarn and throwing the ball to someone else. Whoever is throwing the yarn says something they have appreciated about the person who is catching the yarn.

The new person with the ball of yarn holds the end piece and throws it to someone else, saying something they appreciated about that person during the session.

This continues until everyone has been appreciated and is holding a piece of string, creating a web.

The group leader makes an analogy about the web and the Youth in Government session.

How was our group like this web this session?

How did we support each other?

What happened when one of us was down or didn't follow through? (Kneel to the floor, holding piece of string.)

What happened when one of us completed something or had a success? (Raise piece of string up.)

How can we carry those lessons with us as our session ends?

ROOTS & LEAVES

Provide group members with paper and markers and ask them all to draw their own personal tree.

It must include **ROOTS**: things about you that are not easily visible (where you are from, values, important life events, achievements, things you struggle with, long term goals, secret dreams, etc.) and **LEAVES**: things about you that are readily visible (hobbies, demographic information, important people in your life, distinguishable personal traits, favorite music, things you do well, etc.)

Have members share and describe their trees to the group.

INTERVIEW



Copy the "Interview Sheet" (Included at end of section) for each participant.

Have individuals partner up with someone they don't know very well and interview each other using the following sheet.

Partners should introduce each other to the group, choosing the three most interesting things that were learned.

A SIMPLE TEST



Make and distribute copies of A Simple Test #1 (included at end of section). Ask youth to fill out.

Ask "How did you do?" and facilitate a discussion with the following point: none of us remember the headliners of yesterday. These people are the best in their fields. But the applause dies. Awards tarnish. Achievements are forgotten.

Distribute A Simple Test #2. Ask youth to complete and share answers in groups of two or three.

Ask "Was this quiz easier?" Facilitate a large group discussion with the following point: The people who make a difference in your life are the ones who care about you the most.

BUILDING SCAVENGER HUNT



This scavenger hunt can be adapted for a school building or community center. Answer all of the questions and gather all of the information within the allotted time. Teams must stay together at all times and try not to disrupt other members, guests, or staff. You can give prizes to the winning team. Print out included at the end of this section.

INTERVIEW SHEET - HANDOUT

Tell me your full name and what it means, or a story about how you were named.

Who do you live with?

If you could be on any television show what would it be?

If your best friend were to describe you, what would s/he say?

If you could be anywhere but here right now, where would you be?

What is one thing you are really proud about?

A SIMPLE TEST #1 - HANDOUT

Name the five wealthiest people in the world.

Name the last five Heisman trophy winners.

Name the last five winners of the Miss America contest.

Name ten people who have won the Nobel or Pulitzer Prize.

Name the last half dozen Academy Award winners for best actor and actress.

Name the last decade's worth of World Series winners.

A SIMPLE TEST #2 - HANDOUT

Name three friends who have helped you through a difficult time.

List a few teachers who aided your journey through school.

Name five people who have taught you something worthwhile.

Think of a few people who have made you feel appreciated and special.

Think of five people you enjoy spending time with.

Name three heroes whose stories have inspired you.

BUILDING SCAVENGER HUNT - HANDOUT

How many times around the track equals one mile?

Who is working at the membership desk? Have them sign the paper (when not busy).

How many locker rooms are there and how are they different?

How many beverage vending machines are there?

What color are the basketballs in the gym?

Where was the basketball invented?

How many lanes are there in the pool?

How many total Aquafina buttons are there on the vending machines?

What are the four core values of the YMCA?

How much does a Snickers bar cost in the vending machine?

Does the TV receive the Disney Channel?

How many basketball hoops are there in the gym?

How many steps are there in the building?

SECTION VIII: Meeting Activities

Public Speaking and Debate Activities

CONTINUOUS STORY

This is best done with a group of people. Each person gets up and might speak for anywhere from 20 seconds to a minute and they start telling a story.

And when their time is up, the next person has to get up and they have to continue the story.

The goal of this is to make the story make sense. This game helps people engage in listening and learn to be creative enough to make the story continue on and make sense.

SOMETHING ON MY PERSON

Have every student take an item that they carry with them at all times (not their cell phones!) and share it with the rest of the group. Have each student discuss what this item is and why it's important to them. Have them speak for at least one minute.

FOR/AGAINST

A speaker has 30 seconds to talk 'for' a topic and then another 30 seconds to speak 'against' it.

Prepare and print out a selection of controversial speech topics. You'll need one per person.

Sample topics:

- money is the root of all evil
- a country gets the government it deserves
- 'green' politics are just the current fashion
- pets in apartments should be banned
- marriage is essentially a business contract
- 'Religion is the opiate of the masses' (Karl Marx)
- poverty is a state of mind
- euthanasia is unjustifiable
- global warming is media hype
- cloning animals should be banned
- animal testing is immoral

ONE MINUTE SPEECHES WITHOUT “UMS”

Write a variety of topics on individual slips of paper, with at least one for each participant. Put all the topic papers in an open container face down.

The subject giver names the player. They choose a piece of paper from the container. The goal for the speaker is to fill the minute with an expository speech without saying filler words such as “um” “like” or “uh.” If they fill the full minute without any filler words, they get 10 points. For each filler word they do say, take one point off.

Go through at least 3 rounds. Keep the tally of scores public. The winner is the person with the most points at the end of the rounds.

INTERMEDIATE ONE MINUTE SPEECHES

The set-up is exactly the same as One Minute Speeches but now add further requirements. The speeches must be delivered without undue: hesitation, deviation or repetition. Be clear before you begin what the definitions of each of those are.

Hesitation is stopping for more than a count of 2 seconds.

Deviation is skewing the subject off topic completely. If the topic is animals and speaker is talking about birds, they are off topic.

Repetition is either a repeat of material or words, other than the topic starter.

(Take care not to set the bar too high. Go for verbs or adjectives first and then add more degrees of complication as your players gain confidence.)

For each infringement the subject giver, who keeps tally, will deduct a point from the final score.

ADVANCED ONE MINUTE SPEECHES: TAKE OVER

This is another advanced variation on One Minute Speeches played with groups of 10 or more.

The setup is the same. You need a stop watch and prepared topics on bits of paper. (You can ask the players to provide their own topics before you start. Have them write them down and put them into the container for picking out later.)

Divide your group into two teams and give them a speaking order i.e., speaker 1, speaker 2 and so on.

Nominate a team to start

Speaker 1 takes a topic. The stop watch is started and they begin. The opposing team listens hard for opportunities to take-over the speech. They are when the speaker deviates, hesitates or repeats himself. To take-over, they must call the challenge.

Example:

The speaker's topic is tennis but he is talking about soccer. The called challenge is deviation. The time keeper stops the watch.

The challenger explains the call.

The timekeeper judges whether or not it is fair.

If it is, the challenger takes over, the stop watch is set again for the remaining time and now the starting speaker's team may challenge.

If the challenge is unsuccessful, the original speaker continues.

The goal for the speaker is to survive the minute. If they do so, they get ten points. If they don't, whichever team is speaking last gets 5 points.

A full game is when you have gone through all the speakers from either side. It's fun, often raucous and quite absurd. Enjoy it!

Note: This game adapts well to specific subject areas. Set up a theme and make all your topics sub-themes.

Example: Transport: cars, buses, trains, planes, bicycles, public transport, cars in the future, petrol costs, environmental concerns, car fashions...

CREATE A SOCIETY

Have the teens together in a political or law-making scenario to sharpen their critical thinking skills. Given their knowledge of today's society and cultures throughout history, have the group brainstorm their idea of a perfect society. They must come up with laws that will govern this society, and determine how daily life would function. For example, does every adult work for the same amount of pay? Is money eliminated altogether? How would the group propose to motivate this society to be productive without monetary payment? Encourage the group to write down all of their ideas, as well as problems and solutions for each one. The purpose of the project is not necessarily to succeed in creating the perfect society, but rather to realize the positives and negatives associated with each of their propositions.

FOUR CORNERS

Label the four corners of the room with signs reading: strongly agree, agree, disagree, and strongly disagree. Generate a list of controversial statements related to the material being studied. Statements most likely to encourage discussion typically do not have one correct or obvious answer, elicit nuanced arguments (e.g., "This might be a good idea some of the time, but not all of the time"), and represent respected values on both sides of the debate. Examples of effective "Four Corners" statements:

- The needs of larger society are more important than the needs of the individual.
- The purpose of schooling is to prepare youth to be good citizens.
- Individuals can choose their own destiny; their choices are not dictated or limited by the constraints of society.
- One should always resist unfair laws, regardless of the consequences.
- I am only responsible for myself.
- This exercise can be used in combination with an anticipation guide.

Have all students stand in the middle of the room. Read one of the statements aloud, and ask students to move to the corner of the room that best represents their opinion. Once students are in their places, ask for volunteers to justify their position. When doing so, they should refer to evidence from history, especially from material they learned in this unit, as well as other relevant information from their own experiences. Encourage students to switch corners if someone presents an idea that causes a change of mind.

There are many ways you can debrief this exercise. You can have students to reflect in their journals about how the activity changed or reinforced their original opinion. Some of their views may have strengthened by the addition of new evidence and arguments, while others may have changed altogether.

COMPARE AND CONTRAST

Write out a list of different people, places and things on individual slips of paper. Put them all in a hat/bowl. One youth pull out two slips and announce them to the whole group. Individually (or in pairs), the students need to make an exhaustive compare and contrast list. For example, if the two items were 'Spain' and 'an Octopus' the compare list could look like: "I like both Spain and Octopi" "they both touch oceans." Like Scattergories, everyone reads their lists at the end, and for every unique point (no one else wrote it down), that team (or individual) gets a point.

BE THE PROPAGANDA

This activity is to help students identify propaganda and bad-debating techniques. Based on McClintock's "Propaganda Techniques in Today's advertising." Explain these seven types of media and debate propaganda. These are techniques employed to sway viewers without actually employing facts, data, or empathy.

- Card Stacking: focuses on the best features without addressing the issues.
- Testimonial: Uses a well-known person to endorse the product.
- Glittering Generalities: uses words or ideas that are vague, but evoke an emotional response. Such as "family values" "civic duties" "all American"
- Transfer: Relates a product to someone or something well liked.
- Plain folks: Uses "regular" people to sell a product or service.
- Bandwagon: Asks people to join the crowd and take action because "everyone" is doing it
- Name Calling: Connects a person, product, or idea to something negative.

Divide the teens up into seven groups and give them time to make a one minute skit. Have each group try to sell the same simple product, like an apple or cell phone, to the rest of the group using one of the tools of propaganda. The rest of the groups must guess what form of propaganda they employed. Remind them that these are cheating techniques, and that they should be aware of them only to avoid them.

SECTION VIII: Meeting Activities

Leadership Development Activities

WHAT THEY SAID...

Generate a discussion about personal views of “leadership” and character development.
Can take 15 minutes – 1 hour, depending on how many quotes are used.

Write a number of quotes from the following list on a flip chart or black board so they can be uncovered one at a time.

Uncover one quote at a time and read it out loud. Ask participants to silently think about if they agree or disagree with the quote.

Create a continuum on an imaginary line with one end being “a positive leader would always agree with this or act this way” and the other end being “a positive leader would never agree with this or act this way.” Ask participants to place themselves on the line based on their feelings about the quote.

Generate discussion by asking people why they placed themselves where they did along the continuum. Get specific examples of real world scenarios as much as possible to encourage quality discussion. A few follow up questions are included for some of the quotes as well.

QUOTES

“What is right is right, even if no one is doing it. What is wrong is wrong, even if everyone is doing it.”

- Unknown

How does a leader deal with peer pressure and following the crowd?

“We hate some persons because we don’t know them; and we will not know them because we hate them.”

- Charles Caleb Colton

How does a leader deal with hatred and bigotry?

“Hold yourself responsible to a higher standard than anyone else expects of you. Never excuse yourself.”

- Henry Ward Beecher

Do leaders make mistakes? How do they handle them?

“Action is character, right? What a person does is what s/he is, not what s/he says.”

- Syd Field

Are there people who are leaders who do not have very good character and make poor choices?

“Justice is my being allowed to do whatever I like. Injustice is whatever prevents my doing so.”

- Samuel Butler

What if what you “like” is against the law?

“Never look down on anybody unless you’re helping him up.”

- Jesse Jackson

Who are some people you look down on and don’t help up?

“Civilization should be measured by the degree of diversity attained and the degree of unity retained.”

- W.H. Auden

Are leaders always peacemakers?

“Character is revealed by how we behave when we are sure we won’t be found out.”

- Thomas Babington Macaulay

“I have found that among its other benefits, giving liberates the soul.”

- Maya Angelou

What kind of “giving” might she be talking about?

“If we remain non-violent, hatred will die as everything else does, from disuse.”

- Mahatma Gandhi

LEADERSHIP COLLAGE

Define “leadership” and identify areas of personal growth. 45 minutes

Write the word “leadership” or “a leader” on newsprint.

Ask participants to write down their definition of “leadership” or “a leader.”

Share with group. If it doesn’t come up in sharing, challenge them to think of both positive and negative leadership.

Ask participants to browse through magazines and cut out images and words that represent both positive and negative leaders/leadership.

Share collages with group.

Facilitate a discussion about positive leadership and come up with a list of traits and behaviors for a positive leader.

Ask participants to pick an area of personal growth that they could work on during their YIG experience. Share with a partner.

LEADERSHIP INITIATIVES

Purpose: Discuss leadership using a group initiative experience from the following pages.

Time: 1 hour

Select and lead participants through one of the following initiatives (see next two pages).

Facilitate a discussion around leadership after the group completes the initiative.

Select some of the following discussion questions:

What was that like for people?

What did you do together that worked well?

What was uncomfortable for you?

Who assumed a leadership role during the activity?

How did the group determine who would lead?

Did the leaders want to lead? Why or why not?

Did anyone try to take on a leadership role, but they feel they were unsuccessful?

How did people communicate?

Describe the leadership behaviors that were illustrated in this activity.

What are the traits of a good leader?

Were you a leader or follower during the initiative?

Is being a follower an important role in a group? Why or why not?

What are the traits of a good follower?

How did you lead or follow during this activity? Were both roles needed?

Were there too many leaders?

What one word would you use to describe the group leadership?

What did you learn about being a leader and/or being a follower?

How does this activity resemble real life?

How does your own leadership behavior in this activity compare with your typical leadership style?

BLIND SHAPES

Line participants up in a straight line.

Blindfold each participant with a bandana.

Place a rope in front of the group and then place it each participant's hand.

The task is to form a perfect square with 90 degree angles in ten minutes. When they think they have formed a square, they should all raise their hands and wait for instructions to remove their blindfolds.

If the group has not formed a square in ten minutes, have them select one leader. At this point, only the leader can talk and they can have another ten minutes.

Variations could include asking the group to form other shapes and compare the experiences after they have done it once.

BIRDS ON A WIRE

Participants stand on a log and think of an animal. The animal should reflect a certain aspect of their personality.

Have each person state their animal, make a sound like their animal makes, and tell why they chose that animal.

Participants must arrange themselves in order (alphabetically, by size, etc.) without touching the ground or using any outside props AND without talking. Participants may only communicate using their animal sounds.

Anyone who falls off or talks goes back to the end of the line, or everyone goes back to the starting position.

REAL LIFE LEADERS



Explore leadership styles and behaviors by analyzing a familiar person and reflect on your own leadership. 30 minutes.

Handout included at end of section

Have each participant identify and share with the group a leader that they personally know and consider a positive leader.

Give participants 5 minutes to make a list of that person's specific leadership skills and behaviors:

What do they do?

What do they say?

How do they interact with people?

What are they good at?

How do they deal with challenges and adversity?

Share with the group and write on newsprint.

Ask, "Do you see any themes around our definitions of good, positive leaders?"

Clump together responses in themes.

Pass out "Real Life Leaders" handout and have participants put the themes in the first columns. Do a self-assessment by filling in the columns.

Share chart with a partner and have each participant select one thing they are going to do to develop their leadership skills in the next year.

LEADERSHIP CHARACTERISTICS



Purpose: Discuss and prioritize a list of leadership characteristics (included at end of section)

Time: 30 minutes

Have each participant look through the list of leadership characteristics.

Ask if there are any questions about any of the characteristics.

Have youth circle the 4 that they feel are the most important in a youth leader. Have them put a box around the 4 that they feel are the most important in an adult leader.

Get into groups of 3 and have them share with each other.

Have each group come up with a list of the 5 most important characteristics for a youth leader and an adult leader.

Share in large group and discuss if there were any differences. Why or why not?

REAL LIFE LEADERS – HANDOUT

Leadership Skills & Behaviors	I see this skill/behavior in my own leadership style 1 = Not at All 5 = Sometimes 10 = Always	It is important to me to develop this skill/behavior in myself. Yes Maybe No	If it is important to me, how can I go about this skill?

LEADERSHIP CHARACTERISTICS – HANDOUT

Circle the four most important characteristics for a youth leader to have.

Put a square around the four most important characteristics for an adult leader to have.

- Can envision results in their mind before anything actually happens.
- Can communicate that vision to other people.
- Great credibility – when they say they will do something, they do it.
- Can juggle complicated tasks and make it seem simple.
- Can move groups from being stuck in the present to looking at the future.
- Can make people want to change.
- Can get groups to work in new and different ways.
- Willing to assume responsibility for change – even if things don't turn out for the best.
- Able to overcome resistance to change.
- Willing to take risks.
- Thinks about what to do in "worst case" possibilities.
- Rehearses mentally.
- Develops trust in the group.
- Solves problems without blaming.
- Believes in themselves without being cocky.
- Focuses on the positive, not the negative.
- Can create and stick to an agenda.
- Can move off an agenda when necessary.
- Has passion and intensity.
- Challenges others respectfully.
- Pays attention and listens carefully.
- Capable of influencing others.
- Puts "know-why" ahead of "know-how."
- Knows themselves.
- Reliable.