QUEST★R *III*
PUTTING STUDENTS FIRST

Angelo Del Toro

PR/HYLI

PUERTO RICAN/HISPANIC YOUTH LEADERSHIP INSTITUTE

TRAINING MANUAL

THE STATE EDUCATION DEPARTMENT
The University of the State of New York

QUESTAR III
PUTTING STUDENTS FIRST

November 2025

The Angelo Del Toro Puerto Rican / Hispanic Youth Leadership Institute (PR/HYLI) promotes and develops leadership and public speaking skills in Hispanic high school students across New York State. This program expands the involvement of Hispanic students in public policy issues by learning about the legislative process.

The PR/HYLI training manual is your essential guide, serving as a collaborative foundation for facilitators and trainers hosting our regional delegation workshops. It ensures all delegations arrive at our yearly Institute in Albany equipped with a common set of objectives, strategic resources, and a shared passion for making a real-world impact. The manual represents a true collaborative effort among staff from the Regional Bilingual Education Resource Network (RBERN), New York City Public Schools, and Questar III BOCES.

This year's Institute theme is "Democracy in the Age of AI" as we focus on preparing students not just to participate actively in the political process, but to shape the future of our democracy within the age of artificial intelligence. Our students' participation is vital as we explore how technology, especially artificial intelligence, is transforming our world, impacting our communities, and redefining the nature of engagement. The Institute's theme will be part of the facilitator's Train the Trainer that takes place each year prior to the regional delegation sessions.

We extend our deepest gratitude for your unwavering commitment to developing Hispanic youth. Together, we are creating learning and networking experiences that inspire our students to embrace their civic duty, realize their full potential, and drive informed, positive change across our region, state, and nation.

Sincerely,

Dr. Gladys I. Cruz
District Superintendent
Questar III BOCES

Acknowledgements

We would like to extend a very warm thank you to the following individuals who made significant contributions to the original training manual published in 2011:

TABLE OF CONTENTS

Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute Training Sessions:

Overview

The Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute (PR/HYLI) training manual serves as a guide to all facilitators/trainers who prepare the delegations that make up this Institute. The purpose of this training manual is to provide each delegation with a clear set of objectives and resources that will serve as a unifying element among all delegates who will attend and participate in the Institute. It is very important that the modules are used throughout local trainings and that facilitators/trainers adapt the materials according to the length and number of trainings of their respective delegations. The manual assumes six five-hour training sessions, but can easily be broken down into more or combined into fewer if necessary. The total of 30 hours of training should be adhered to by all delegations.

Effective leaders are critical thinkers; they use reasoning to make judgments and decisions as well as to solve problems. During an interview for Think magazine, Richard Paul said: "Critical Thinking is not just thinking, but thinking which entails self-improvement; this improvement comes from skill in using standards by which one appropriately assesses thinking." This training manual is designed to prepare students to raise their level of thinking from spontaneous and undisciplined to logical and fair minded. It provides facilitators/trainers guidelines and questions to use and encourage students to asses sources of information as well as their own work, using a series of Critical Thinking Standards.

The activities, involving various levels of Critical Thinking, (Anderson and Krathwohl's Taxonomy 2001 and Depth of Knowledge Chart) require students to move from subjective reactions to logical reasoning by using the various Elements of Thinking (The Thinking Community). Students will engage with texts, using the Elements of Critical Thinking as different entry points for discussion. (Descriptions and guiding questions for the Elements of Thought and Intellectual Standards of Critical Thinking Foundation are included in session modules). For example, students will be encouraged to examine the author's point of view and to look at the content and arguments through that lens. This will require students to consider assumptions being made, and the selection of information being presented. Finally, students will determine whether other perspectives need to be considered and/or whether additional information needs to be examined. Students will measure an author's interpretations against the standards and will explore the implications and consequences of what an author proposes. Once they have learned to use these strategies to assess the work of various authors, students will apply them to their own thinking and writing.

Each of the six five-hour training sessions with its sample agenda and resources is preceded by and connected to specific New York State Common Core Learning Standards for Literacy and the New York State K-12 Social Studies Framework. In addition, The Angelo De Toro Puerto Rican/Hispanic Youth Leadership Institute supports the following initiatives:
- The New York State Seal of Biliteracy
- The New York State Seal of Civic Readiness
- My Brother's Keeper
- Public Speaking Courses for College Credits – Hudson Valley Community College

More information can be found at:
http://www.engageny.org/.
https://www.nysed.gov/world-languages/new-york-state-seal-biliteracy-nyssb
https://www.nysed.gov/curriculum-instruction/seal-civic-readiness
http://www.nysed.gov/nysmbk
https://www.hvcc.edu/

So much of what we do during the Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute trainings and the Institute serves to further our students' mastery of these important educational standards and life skills.

The learning modules following each sample agenda roughly follow the order in which they are introduced. However, many of them are revisited over several training sessions. The appendices provide resources which will be used throughout the training sessions. For statewide forms, Institute updates, and further resources, please refer frequently to the statewide Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute website at: http://prhyli.org/.

New York State Learning Standards: The first training session addresses *New York State Next Generation English Language Arts Learning Standards*, as well as practices of conceptual understandings found in the *New York State K-12 Social Studies Framework*, including but not limited to:

New York State Next Generation English Language Arts Standards:

Reading Information Standards:

9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration.

9-10R3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

11-12R6: Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit.

Speaking and Listening Standards:

11-12SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Pose and respond to questions that probe reasoning and evidence; address a full range of positions; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

11-12SL2: Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral). Evaluate the credibility and accuracy of each source, and note any discrepancies among the data to make informed decisions and solve problems.

11-12SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the premises and connections among ideas, diction, and tone.

New York State K-12 Social Studies Framework
Social Studies Practices

Civic Participation:
• Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints and provide evidence for a counterargument.

Sample Agenda

I. Welcome Introductions
- Angelo Del Toro PR/HYLI facilitators/trainers and RBERN Staff

II. Getting to Know Each Other
- Ice breaker / Teambuilding Activities

III. Introduction of Schools, Students, Advisors, Chaperones, Guests, Alumni, etc.

IV. Brief history and Overview of the Angelo Del Toro PR/HYLI, Sharing of Past Experiences and Expectations
- Slideshow presentation and short film: "A Simple Man from El Barrio"
- Sharing from prior participants and alumni
- Angelo Del Toro PR/HYLI Essay Scholarship
- Go over forms, binders, and training dates

V. Leadership Workshop
- What is a leader/leadership?
- Leadership activity

VI. Community-Building Workshop
- Active listening
- Creating a Social Contract

VII. Communication and Public Speaking
- Public Speaking: Ranking the Issues
- The camera is on you: Pick an issue

VIII. Assign Groups and Topics for Group Oral Presentations
- How a Bill Becomes a Law
- Parliamentary Procedures
- New York State Constitution
- Branches of State Government

IX. Review Materials for Homework
- Read and review parliamentary procedures, handouts, and bills
- Groups to work on oral presentations
- Find out who your elected official(s) is/are and bring their contact information with you to the next session

X. Debrief: A Formal Debriefing/Reflection on the Day's Agenda Events

Module #1 Teambuilding

OBJECTIVES:
- Students will work together to build an environment of mutual respect, collaboration, cooperation, and creativity in which the participants feel welcomed, nurtured, and encouraged to challenge themselves and others.
- Students will create a social contract to establish mutually agreed expectations for participation during the training.
- Students will debrief teambuilding activities and discuss the effectiveness of their strategies in dealing with obstacles encountered during the process.

PROJECTED ITINERARY:
- The purpose of teambuilding is to create the best possible atmosphere for a group to come together and be respectful, safe, cooperative, and helpful to one another. This module is included for the first training but should be woven into all the training modules. These dynamic group activities are designed to bring out the best in a team.
- It is recommended that each training session includes a teambuilding activity to create a strong team – a community of learners. Facilitator/trainer may adapt the activities to their philosophy, as well as the group's size and needs.

BEST PRACTICES FROM DELEGATIONS:
- The Angelo Del Toro Puerto Rican / Hispanic Youth Leadership Institute supports the biliteracy initiative. It's important to promote code switching across all training sessions.
- There is a list of dynamic, helpful, and appropriate activities that have been compiled from materials submitted from all delegations. In addition, there are debriefing questions that have been designed to meet the objectives of this module. The facilitator/trainer may want to begin by using a developmental approach and build the team in increments.

SOCIAL CONTRACT:

At the first session, it is good practice to advocate for a social contract. This activity should be student-led, with students taking the notes. The facilitator/trainer may use a speaking piece to ensure that only one person speaks at a time. If it becomes necessary to have an open discussion, place the speaking piece in the center of the table and open the discussion.

- **A – Assess:** Ask students to write down social norms that they want upheld during PR/HYLI trainings and events (e.g. privacy, time, taking turns, listening to each other, electronic devices, think before you speak, ask students before the trainer, etc.).

- **D – Discuss:** Have students discuss each item thoroughly, identifying why such norms are important and/or if any should be amended or modified.

- **V – Values:** Remind students that a social contract should be rooted in personal values, as well as the values of the organization. Facilitators may want to pose compelling questions:
    - How do you want to see these values represented in your work?
    - How do you feel when this is not present?
    - Based on these values, what are some ground rules that we should recognize?

- **O – Organize:** Look for similarities in ideas generated by students and organize them into central themes elicited from the entire group.

- **C – Consolidate:** Condense themes to create a list of concise expectations for all students during PR/HYLI training sessions and events.

- **A – Agree:** Students should agree to the social contract. This list can take the form of "I Can Statements" or can be written using sentence starters: "We agree to…"

- **T – Terms**: Once the social contract has been established, it should be written out and signed by all students and facilitators/ trainers. The contract should be posted for each training session. Trainers may revisit the social contract periodically to adjust expectations as needed.

- **E – Emphasize:** Refer to the contract during the sessions to highlight and emphasize positive behaviors (and to point out behavior that is not in keeping with agreed upon norms). Stop if the contract becomes violated and discuss the importance of honoring it.

Ice Breaker Activity Ideas:

ICE BREAKERS & TEAMBUILDING ACTIVITIES

Facilitators/trainers may select from the list of activities that best complement their personality and that of their group.

Before beginning, remind the group of the guidelines for group discussions and activities:

Work with peers to promote civil, democratic discussions and decision-making when completing the task
• Allow for different perspectives and ideas for completing the task
• Pose questions for clarification
• Respond thoughtfully and respectfully

ICE BREAKERS AND WARM UP:

Rock, Paper, Scissors Icebreaker:
Ask players to spread out and find a partner. Each pair plays a best of three rounds of Rock, Paper, Scissors. The losing player then stands behind the winning player and enthusiastically cheers for that player. This new team then finds another team to play a new round of Rock, Paper, Scissors. Each time a team wins, it collects the other team's players, and they line up behind the unbeaten leader. At the end, there will be two large teams, led by the unbeaten leader in front. After the final match, the celebration begins!

Video Demonstration:
https://www.youtube.com/watch?v=tqVzDmYHY8U
https://www.youtube.com/watch?v=jojG5Q-CVaE

Name and Motion:
Have everyone stand in a circle and state his/her name and perform a motion, a movement, or a step. The person that follows repeats the last person's name and the motion or move. The line continues until the first person to go does everyone's name and their motions. If the group is too big – the facilitator/trainer can have them do only every third person that went before them. This will help with time.

Videos:
https://www.youtube.com/watch?v=TwcAl69YSyI   1:58 – 2:58
https://www.youtube.com/watch?v=Pd8_pZ2wHo8

Act It Out:
Break the general group of students into smaller groups of five to eight people and challenge each small group to design a skit, song, rap, dance, or other ways to recap part of the "learnings" from the session.

Video: https://www.youtube.com/watch?v=OlPA54vHmpI

Concentric Circles:
Have students form two circles — one inside the other in which everyone will be facing another person. Have a series of questions that you will ask for them to share with one another; that is, name, nickname, pets, favorite artist, movie, last book they read, family's origin, their favorite…, generate a list of 20 to 30 questions. After you pose three or four questions to a pair, have the outer circle move to the right two people and continue with questions. Note: Once this activity has been done at least once and mastered, it can be a great way to review any type of assignment or to debate bills in sets of two. Distance the pairs within the circles.

Videos:
https://www.youtube.com/watch?v=8TxqkN-5fAw
https://www.youtube.com/watch?v=RsbZrutTCdY

- **Sample social questions:**
    - What is your favorite movie, artist, TV show?
    - What did you do last weekend?
- **Sample thematic questions:**
    - Who is a leader you respect?
    - What are the characteristics of a leader?
    - What does leadership mean to you?
    - What does it mean to celebrate yourself?
    - What is your family's origin?
    - What factors encouraged your family to come to the US?

Meet a Leader – Puzzle Activity:
Make puzzles from index cards. Split each puzzle into two parts and hand out puzzle halves to students. Find the person who has the second half of your puzzle. Take a couple of minutes to meet your peer and discover what inspired your peer to join The Angelo Del Toro PR/HYLI (change roles after approximately two minutes). Take notes to share with the large group.

People to People:
Explain that you want the group to mingle until you shout "People to People." When this phrase is heard, everyone must find a partner and introduce him or herself. Shortly thereafter, you will call out a position that the pair must assume. This position will be two body parts that must be touching. For example: finger to nose, elbow to shoulder, knee to toe, etc. These should be called out quickly, giving the participants just enough time to do them before moving on to the next one. After you call out 2-3 of these positions, call out "People to People" again, signaling for them to find new partners. Continue to go through these instructions through several partner changes.
Video: https://youtu.be/JuJE9Uhqgno

Outside the Box:
During nice weather, hold a part of your session outside. Take advantage of the environment by changing activities, etc.

Videos:
https://www.youtube.com/watch?v=3hDBIVwOwp4
https://www.youtube.com/watch?v=HD8qH3SfZYA

Name and Adjective:
Have everyone stand in a circle. The facilitator/trainer states her/his name and a positive adjective that begins with the same letter that describes her/him; that is, Lovely Liz, the next student does the same and repeats the previous person's name and adjective. Intelligent Ian, Lovely Liz, and so on.

Exercise or Dance Move:
Rotate responsibility for students to lead the group in some kind of physical exercise, posture, or dance move that everyone will repeat and go around adding to it. Good for early in the day or after lunch.
Video: https://www.youtube.com/watch?v=mHhr5AfPJDs

Keep It Moving:
Change some aspect of your training about every 20 to 30 minutes: presentation style, insert some questions to start discussion, break into small groups, pairs, triads, insert a clip of a video, insert a minibreak, a team presentation, exercises, feedback, etc.

TEAMBUILDING ACTIVITIES

Human Knot:
Have students form a circle and come in taking one other person's hand. Once everyone is connected, the group must work together to untie the "Human Knot". If members have done this activity before, ask those members to remain silent during the activity. The facilitator/trainer may provide some assistance, but let students negotiate their way to strategies to solve their situation.
Note: It is best if someone is uncomfortable with close proximity to others, to have her/him guide the group from the outside and participate that way.
Video: https://www.youtube.com/watch?v=1ElEP0w64s4

Steppingstones
Using cut out pieces of new carpet, colored construction paper or cardboard, have participants divide into two large groups. Select a distance between the two that if placed in a row – they are all within arm's length. Identify the crossing line for each group – going in the opposite direction of one another. This way they will pass each other as they complete the objective. The objective is to have the group work together if they so choose to get everyone across "the river of lava" using their cardboard pieces as "stepping stones" across to the finish line of each side. They may share the stones, but never must a stone be left untouched or unattended by a member, or the group loses the stone (you take it away). They have to be creative and work with their team- mates as well as make decisions to negotiate with the other group to achieve the best results for everyone. If necessary, the team may choose a captain or leader to help them negotiate their way across and to speak to the other group.
Video: https://www.youtube.com/watch?v=0bJP56ecVgI

Balloon Train:
Have students take a balloon from a selection of 4 colors for a group of 20 and up, only 2 or 3 colors for a smaller group. Have everyone blow up the balloons and tie them. They must group by color and line-up, making the youngest, oldest, shortest, etc., their front leader. She or he will lead the group on a walk in which they will be connected to each other only by the balloons, not their hands. Every group will have an extra balloon held by the front leader in case it is needed. Having groups race to a final line, but taking the same distance in which they cross each other, makes the activity fun, and the teamwork more intense.
Video: https://www.youtube.com/watch?v=H8D4gy2uVFY

Magic Carpet:
Have students stand on a plastic tablecloth/cover as you tell them the story: "This is a magic carpet and it will take them on a magical journey if handled correctly." Once everyone is on the "carpet," let them know that they have it on the wrong side, and that in order for it to work, they must turn the carpet to the other side, but they can't step off the carpet as "it's in mid air." They must work together to move and maneuver the carpet so that as they turn it, they remain on it. If a member has done this activity before, make that member of the group mute during the activity. If the group is too big, have two carpets ready for the ride. Note: It is best, if someone is uncomfortable with such proximity to others, to have her/him guide the group from the outside and participate that way.
Video: https://www.youtube.com/watch?v=hHlSWGULOzM

Flying Pen:
Have students in groups of 5 or 8, each group sits in a circle having a sheet of paper in the center. Each participant receives a piece of string and ties it on the marker pen while holding tight the other end. The aim is to maneuver the marker pen by holding the strings and to write on the piece of paper one word that best defines a team – such as "collaboration". Debriefing will include questions such as what strategy you had, who was the person who took the role of a leader, what was the hardest thing to achieve, etc. This is a great game because it can also be played at the workplace, during the lunch break for example.
Video: https://youtu.be/LlrbsO10gjI

Development of a Social Contract – Think – Pair – Share:
Have students respond to the following questions: How do you want to be treated? How should you treat each other? How do you think we should treat each other when there is conflict? How do you think I would like to be treated? A social contract is written as a large group after students have shared with a peer. All students and adults sign the agreement and post it during each the training session – everyone is to hold each other accountable for respecting the social contract. (This activity is adapted from "Capturing Kid's Hearts").

Time is Up!
Rotate the role of timekeeper to monitor time. Get a participant to oversee a 2- or 3-minute egg timer, miniature hourglass, or an electronic alarm clock and use it to time discussions. Have a variety of discussion topics available for students to talk about with partners. When the time-keeper shouts "Time!" students stop talking. Choose a new discussion topic, pass the timer to a new student in the group, and have students start again. Be respectful of time and stop the speaker. This often boosts creativity and good training.

Celebrate Success:
Note: this is a good way to Open or Close almost any PR/HYLI sessions. Check with the group and ask if anyone has anything new to share; that is, acceptance to a school, a scholarship received, birthday, anything — announce it and celebrate it in that session. Encourage the entire group to clap for the person celebrating. Try to keep a note of celebrations so that each student may be individually recognized at some point or another throughout the PR/HYLI sessions.

Module #2 Leadership

OBJECTIVES
- Students will identify, articulate, and discuss various qualities and definitions of leadership.
- Students will compare and contrast leadership styles and identify the necessary skills to become an effective leader in today's world.
- Students will use the established leadership concepts to evaluate the actions of people in leadership roles.
- Students will practice using the Intellectual Standards of Clarity, Accuracy, Precision, Relevance, Depth, Logic, Significance, and Fairness.

PROJECTED ITINERARY:
- The concept of leadership is introduced here but should be revisited as appropriate throughout the training. The goal is to promote each student's critical thinking skills regarding the concept of leadership and the qualities of a good leader. In addition, students are challenged on their assumptions that great leaders are only famous people. Anyone can be a leader in his/her own context.

BEST PRACTICES FROM DELEGATIONS:
- This section provides articles on the concept/styles of leadership that have been compiled from materials submitted from all delegations. It also includes activities and debriefing questions that have been designed to meet the objectives of this module. The facilitator/trainer may want to begin by using a developmental approach and build the team in increments.

Below is a sample activity that introduces the *Elements of Thought & Intellectual Standards of Critical Thinking* in developing the concept of leadership. https://www.criticalthinking.org/

Leadership Brainstorming Session.
- Set up four to five large poster sheets around the room and divide the group accordingly.
- Have each team choose a scribe and give them a colored marker (strong colors work best).
- Each team will take 4 minutes to brainstorm everything that comes to mind after writing the word "Leadership" on the top center of the large poster sheet.
- After the 4 minutes have passed, ask them to take their markers with them to the next paper, read the words written and advise them that they have 3 minutes to add any additional words. Have every team select a different scribe at each new station.
- Repeat the process for 2 minutes, and finally for one minute.
- Have the students return to their original starting places to share with the larger group.
- Ask a volunteer from each team to read the team's initial writings to the whole group. The facilitator/trainer may probe students with questions like:
    - What evidence/information do we have to support our statements?
    - Based on the statements which can be justified by evidence, what do we now know about leaders and leadership?
    - How has listening to the opinion and experiences of others affected our thinking about leaders and leadership?
    - Have each group clarify definitions and establish a list of criteria for evaluating effective leadership. Students should add examples to further explain the concept and criteria.
- Have students read three articles/blogs on leadership and analyze the different points of view presented. [See articles and text- based discussion guidelines. Other articles may be substituted as long as they address the qualities of leadership.]

- Have students write the names of women/men that exemplify leadership qualities that they respect (students take a minute to personally consider who in history or in their family, community, or school exhibits any of these qualities).
    - > Ask students to partner up and discuss the leadership qualities of this person and to support their opinions by providing specific examples of actions/behaviors that demonstrate the identified qualities of leaders.
- Ask students to discuss how different interpretations of the person's actions/behaviors lead to different opinions about the person's leadership.
- Ask students to work in small groups to create a concept of leadership based on the list of qualities they created and the examples they shared.
    - > Have each student make a notation or write her/his initials next to the qualities that each of them feels she/he already exhibits.
- Finally, have students sit and reflect (in their journals or on pieces of paper) on how looking at leadership from different points of view (through group sharing and readings) has deepened their concept of leadership. They can use the following prompts:
    - *How did my personal experiences/observations affect my thinking?*
    - *What insights did I gain from the texts and discussions?*
    - *What is the importance of considering different points of view?*

LEADERSHIP TEXT-BASED DISCUSSION

Read the following or similar articles on leadership:
- "It's Not That Complicated – 7 Simple Truths for Leadership Success" *by Randy Conley*
- "Small Moments in Leadership" *by Francis Kong*
- "Without Confidence, There Is No Leadership" *by Francisco Dao*
- "The Great Debate: Are Extroverts or Introverts Better Leaders" *by Justin Lathrop*

1. The facilitator/trainer reviews the criteria for text-based discussion.
- Stay focused on guiding questions and topics relevant to the text
- Reference the text specifically to discuss/support ideas
- Encourage the examination of full range of positions on a topic or issue
- Seek to understand/respond thoughtfully to other perspectives and cultures
- Pose and respond to questions that probe reasoning and evidence
- Build on other's ideas
- Clarify, verify, or challenge ideas and conclusions
- Agree/Disagree respectfully
- Resolve contradictions when possible
- Synthesize comments, claims, and evidence made on all sides of an issue
- Help everyone participate

2. The facilitator/trainer debriefs the article(s) with the following questions:
- What did you learn from this article?
- What are the qualities of a leader?
- What are the authors' views on leadership?
- What specific details did the author(s) use to explain and develop their thinking about leadership?
- What did you learn about your own leadership style?
- Why is it important to understand different leadership styles

It's Not That Complicated – 7 Simple Truths for Leadership Success

Posted on August 18, 2013

By Randy Conley

We tend to over-complicate things in life, and when it comes to defining what successful leadership looks like, we really, really, over-complicate it. Much of what constitutes leadership success comes down to common sense, but unfortunately, it's not common practice.

Searching the shelves of your local bookstore (do those still exist?) or doing a search on Amazon.com would lead you to believe that in order to be a successful leader you'll need to find some keys, take the right steps, follow the proper laws, figure out the dysfunctions, embrace the challenge, ascend the levels, look within yourself, look outside yourself, form a tribe, develop the right habits, know the rules, break the rules, be obsessed, learn the new science, or discover the ancient wisdom. Did I say we like to over-complicate things?

I don't think leadership should be that complicated. If you're looking for leadership success, consider these seven simple truths (argh…I did it myself!):

1. There aren't any shortcuts – Leadership is hard work and most of it is on the job training. Formal education and ongoing development are essential parts of developing your leadership competency, but don't think you can transform yourself into a great leader by reading a certain book or taking a particular training course. Great leaders are built by being in the game, not by standing on the sidelines or sitting in the classroom.

2. Great leaders started by being great followers – Most successful leaders were successful followers at some point. They learned how to be part of a team, put the needs of others ahead of their own, and work toward a goal bigger than themselves. In our hero-worshiping culture we tend to place the spotlight on the individual achievements of leaders and not pay much attention to how they cultivated those winning ways earlier in their career. Learn to be a good follower and you'll learn what it takes to be a good leader.

3. There's no mysterious secret to leadership – Contrary to the titles of popular leadership books, there is no single, mysterious secret to unlocking leadership success (see truth #1). All those books that I lovingly needled offer valuable insights about various aspects of leadership, but most of them tell you what you already know to be true…which brings me to the next point.

4. You already know what it takes to be a good leader – Not to plagiarize Robert Fulghum, but you probably learned in kindergarten most of what it takes to be a good leader. Be nice. Play well with others. Say please and thank you. Do what you can to help others. Of course, you have to mature and apply those fundamentals in adult ways like being transparent and authentic with others, challenging them to strive for their goals, holding people accountable, and having difficult conversations when needed.

5. The difference between management and leadership is overrated – Tons of books and blogs have been written debating the differences between these two concepts. Yes, each has its own unique characteristics, and yes, each of them overlap significantly in the practice of leadership and management. Leaders have to manage, and managers have to lead. Learn to do them both well because they are much more similar than they are different.

6. Leaders aren't special – We're all bozos on the same bus. Leaders aren't any more special than individual contributors and everyone is needed to have a successful team. If you view leadership as service, which I happen to do, you should consider your team members more important than yourself. Get your ego out of the way and you'll be on your way to success.

7. Leadership is much more about who you are than what you do – This is probably the most important truth I've learned about leadership over my career. I view leadership as a calling, not a job. As a calling, leadership is about who I am—my values, beliefs, attitudes—and my actions are the visible manifestation of those inner ideals. If you want to be a successful leader, your primary focus should be on the inner work that is required, not on behavioral tricks or techniques.

So, there you go, those are my seven simple truths. What do you think? What would you add, delete, or change? Feel free to leave a comment with your thoughts. Just don't make it too complicated.

Conley, Randy. "It's Not That Complicated – 7 Simple Truths for Leadership Success." *Leading with Trust.* The Ken Blanchard Companies, 18 Aug 2013. Web. 10 Sep. 2013. https://leadingwithtrust.com/2013/08/18/its-not-that-complicated-7-simple-truths-for-leadership-success/

Small Moments in Leadership

Posted August 25, 2009
By Francis Kong

An unusual tribute was paid to Abraham Lincoln by Carl Sandburg. The poet wrote, "Not often in the story of mankind does a man arrive on earth who is both steel and velvet, who is as hard as rock and soft as drifting fog, who holds in his heart and mind the paradox of terrible storm and peace unspeakable and perfect."

Lincoln demonstrated then and now how a person can possess both a will of iron and a heart of tenderness. Nothing deterred the president during the American Civil War from his "noble" cause, and few persons have ever endured more criticism and detractors than Lincoln. Yet he was no more a man of steel than one of velvet.

When General Robert E. Lee surrendered his army, Lincoln sent an unexpected message to the enemy commander. "Tell your men they may keep their horses; they'll need them for plowing," said the president. Then this: "Tell your men they may keep their rifles; they'll need them for hunting." When Lee read those words, he wept.

This is why Lincoln was a statesman. He was not a mere politician. What's the difference, you may ask?

A cheap and mere politician thinks, plots, manipulates for the next election. But the noble statesman thinks, plans, and prepares for the next generation.

This is what leaders need to understand.

When a leader takes the time to impact people in even the smallest way, it can have repercussions that last for a lifetime for after all leadership is never about positions, it is all about influence.

This magnifying or multiplying effect has a lot of power in it. It can do great good or great damage.

You may be thinking, "But I am not in any government position…" "I am just a secretary fixing files for my boss…" This does not mean that you do not influence others. You impact people in positive ways with your words, actions, inactions, attitudes, language, demeanor, vocal tone, examples, and many other ways. Whether you like it or not all of us are inter-connected in ways beyond our understanding. An influential leader who takes personal time out of their busy schedule to help an undeserving person in need can cause a big positive multiplying effect over time.

Now here is the downside of leadership. The same model also works when a leader does something in a negative manner that ends up having long lasting negative repercussions that can be hard to shake.

Losing one's temper, a harsh word spoken. An insulting remark. Just imagine how all of these can stick in one's head after its first stinging bite. It can do a lot of damage and have very negative repercussions.

Can you think of some small examples of leadership that you have set that really impacted people for the positive? Continue with it and you will be amazed at how one small act leads to a greater one as people put their trust in you.

Can you think of some small negative things you've done that have caused unintended damage? Stop doing it and replace it with a better act of positive impact that can make a difference in a person's life.

I have a better idea. Lead by serving and be amazed how far this can take you towards the path of nobility and joy.

Francis, Kong. "Small Moments in Leadership." Inspiring Excellence. N.p., 25 Aug. 2009. Web. 26 Sept. 2013.
http://franciskong.com/leadership/small-moments-in-leadership/

Without Confidence, There is No Leadership

By Francisco Dao

If you've read my column for any length of time, you know that I've covered many varied aspects of leadership — and hopefully I've helped you get a bigger picture of what it means to be an effective manager. But I've made an egregious omission. There is one particular component of leadership that is so important, so necessary, that without it, leadership cannot exist. That component is confidence.

Self-confidence is the fundamental basis from which leadership grows. Trying to teach leadership without first building confidence is like building a house on a foundation of sand. It may have a nice coat of paint, but it is ultimately shaky at best. While the leadership community has focused on passion, communication, and empowerment, they've ignored this most basic element and in the process, they have planted these other components of leadership in a bed of quicksand.

At the end of the day, leadership is about having the confidence to make decisions. If someone is afraid to make and commit to decisions, all of the communication and empowerment in the world won't make a squat of difference. For example, one former client of mine was so averse to making commitments that she would not give a straight answer without a qualifier. Every attempt to hold her to her word was met with, "well, maybe but I'm not really sure." It wasn't lack of passion or communication that held her back. It was her lack of confidence to commit to her decisions and goals.

As adults we try to accident proof our world by covering all of the bases, but wrapping ourselves in a cocoon of safe decisions is the antithesis of bold leadership. What separates those who need a mountain of statistical analysis (and still can't predict the future) from those who inspire us with their ability to lead us into the unknown is self-confidence. While the fearful will agonize over decisions and always make the safe choice, the confident will take the information that they have and take action. That is the definition of leadership. I often talk to people who are considering a career change and invariably they say, "But I'm not really sure if I'm going to like doing BLANK, because I haven't really experienced it." Why is it that most of us have 100 times more courage as children than we do as adults? Think about it, a child obviously has never been in space, or served as president of the United States, but children won't hesitate to say they want to be an astronaut or be the President, while most adults are so fearful of choosing incorrectly that they stay in careers that provide them no satisfaction.

Not only does confidence allow you to make the tough decisions that people expect from a strong leader but it's reassuring to your employees. It allows you to lead meetings with authority, to accept candor and open communication, and the greater they perceive your force of will, the more faith they will have in your company and its mission. As a leader, consider how well you deliver a company speech. If you deliver it with confidence, it inspires your team as intended, but the same speech delivered with doubt becomes a point of mockery. I was once involved in a company that consistently missed its Wall Street target every quarter. And every quarter the senior management would call an all-hands meeting and meekly say, "We've worked hard, and we just need to keep doing what we've been doing." Not only was this ridiculous since what they'd been doing always missed the target, but the uncertain manner in which the message was delivered only created more derision.

How confident are you when speaking to the troops and delivering a presentation that sets the company direction for the future? Are they rallying behind you, or can they see through your lack of certainty? This is the difference between a confident leader and one who goes through the motions while lacking core convictions.

Self-confidence is so important for leaders that I have created a free 20-minute video called Business Confidence 101 that I encourage you to download at the following link (www.killerattitude.com/freevideo). Any discussion on leadership without first addressing the internal confidence of the leader in question is little more than window dressing. Passion? No one will be passionate if you can't set a course for the future with confidence. Communication? People don't listen to those who are unsure of themselves. Empowerment? If you don't have the internal fortitude to make decisions and commitments, then empowerment is just an empty word. Confidence is the foundation, and if you want to be a strong leader then you must pour a foundation of stone.

Francisco, Dao. "Without Confidence, There Is No Leadership" Inc.com. N.p., 1 Mar. 2008. Web. 26 Sept. 2013.
http://www.inc.com/resources/leadership/articles/20080301/dao.html

The Great Debate: Are Extroverts or Introverts Better Leaders

By Justin Lathrop

I understand the insecurity that comes with being an introvert and a leader. The assumption that extroverts make better leaders hasn't just permeated our culture, it's also made its way into my mind, and over the years I've often worried I didn't have what it took to be a leader because of my quietness or my desire to spend time alone. Just look around at the people we most often trust to take leadership roles, and you'll see the bias at work. We expect them to be charismatic, gregarious, and well-spoken.

Recently Susan Cain released a book called ***Quiet: The Power of Introverts in a World that Can't Stop Talking*** where she is challenging, for maybe the first time, what she calls the Extrovert Ideal - our hidden assumption that extroverts are smarter, more capable, or they make better leaders. Some of the things Cain shared made me realize how introverts are just as capable of leading — they have something to offer to leadership roles extroverts never could.

Introverts are highly empathetic

The research here is brand new and still in need of some developments, but Cain shares how researchers are finding a connection between a quality she calls sensitivity and introversion.

- Sensitivity includes many distinguishable traits — including excitability and over-stimulation, hence an introvert's drive to spend time alone. It is precisely this sensitivity that also makes introverts highly sensitive to others.
- Introverts are good at noticing. Good at listening. Good at understanding how someone else feels.

I don't know about you, but I want people with strong empathy on a team of leaders directing me.

Introverts think before they act

Study after study shows how extroverts are reward-driven, which means they'll keep charging after an objective even when faced with seemingly insurmountable obstacles or even failure.

This is, of course, a strength of its own, but the strength introverts bring to the table is that especially after some kind of failure, or when faced with an obstacle — introverts tend to slow down.

They think through their options and are hesitant to rush, so they won't make any errors as they're moving forward.

Introverts are highly creative

Solitude is a catalyst for creativity, and as such, introverts tend to bring creativity to the leadership table their extroverted counterparts don't have.

Of course, extroverts can be creative, too (introversion and extroversion exist on a continuum, and aren't black and white), but when trying to solve a problem or come up with an innovative solution to some frustration — introverts are far more likely to take time and space to come up with the most effective solution possible.

Finally, Introverts lead with what Cain calls "Soft Power"

While this kind of "power" hasn't always held weight in our culture, there have been places and spaces where people of extreme influence have been sensitive and introverted. The power they wield might not be commanding or controlling, but it is very compelling.

We can't help but relate to them, respect them, want to follow them. Gandhi is one example. Eleanor Roosevelt is another. Perhaps part of the reason for this is they are people of few words, so they have to speak with their actions. We follow them because their life is compelling, and we can see their example playing out right in front of us.

Again, extroverts can make great leaders as much as introverts do. The skills we bring to the table — introverts and extroverts together — are what give us the tools to execute the vision and mission set before us. If you're an introvert, don't disqualify yourself from leadership positions. Don't feel insecure in your position (or your call) as a leader.

We need you.

https://catalystleader.com/read/what-makes-introverts-great-leaders

LEADERSHIP & COMMUNICATION ACTIVITIES FROM DELEGATIONS

1. Leaders and Leadership

Task: Each student thinks about a situation where she/he exemplified the qualities of a leader. Students share their experiences with members of their group. Each group should assign roles to members to make sure that everyone participates. Some roles can be: facilitator, time-keeper, manager, recorder, reporter, etc. Each group will select and share one experience with the group.

Group Members

MEMBER: ROLE:

_____   _____

_____   _____

_____   _____

_____   _____

The facilitator/trainer may share a situation where she/he had assumed the responsibilities of a leader. What was the situation? What did she/he do? How did everything work out? Why? Or why not?

2. Leadership Activity

- Individually rate each leadership quality: SA – Strongly Agree   A – Agree   NN – Not Necessary
- Form two groups;
- Discuss ratings with your group and determine the TOP four leadership qualities that your group believes are the MOST important for leaders to possess; and
- Share your TOP four with the entire group including rationale.

3. Some Reflections on Effective Leaders:

- **Make others feel important.** Emphasize others (decisions/strengths/contributions).
- **Promote a vision.** Your job as a leader is to provide direction and vision.
- **Follow the golden rule.** Treat your followers the way you enjoy being treated.
- **Admit mistakes.**
- **Criticize others only privately and directly.** Public praise encourages others to excel, but public criticism only embarrasses/alienates everyone.
- **Stay close to the action.** You need to be visible to the members of your organization.
- **Make a game of competition.** The competitive drive can be a valuable tool if you use it correctly. *Source: Toastmasters – Michael Angier is founder of Success Networks, a support organization whose mission is to inform, inspire and empower people to be their best – personally and professionally:*
- Seat team goals;
- Reward members who meet or exceed the goals; and
- Examine the failures and celebrate your group's successes.

4. THINK – PAIR – SHARE

Steps:
- Think and jot down ideas on the topics at hand.
- Pair-up with a partner and discuss your ideas.
- Share your ideas with the rest of the group.

Name two community, state, national, and world leaders that come to your mind.

COMMUNITY	STATE	NATIONAL	WORLD

What characteristics do these people possess that make them leaders?

-
-
-
-
-
-
-
-
-

What characteristics do you possess that make you a leader?

-
-
-
-
-
-
-
-
-

Module # 3: Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute History

OBJECTIVES:

- Students will gain an understanding for the history of the Angelo Del Toro/Puerto Rican Hispanic Youth Leadership Institute.
- Students will review the objectives, goals of the Institute, as well as, the goals of the local training sessions.
- Students will understand the importance of their participation in the Angelo Del Toro PR/HYLI

PROJECTED ITINERARY:

- This module should be scheduled for the first training session to give students the opportunity to appreciate the history of the Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute, as well as the many contributions of the Hispanic/Latino/a students that have worked with the Institute since its inception. This would be an opportune time to explain the value of the trainings. Although separate from the weekend Institute in Albany, they are a vital component of the Institute. This reflection will solidify the delegation and give students a more meaningful experience. It will also validate the participation of all trainees, not only those delegates selected to attend the weekend Institute.

BEST PRACTICES FROM DELEGATIONS:

- Appendix E provides the obituary of Angelo Del Toro and videos related to the history of the Institute. In addition, Appendix E includes additional videos debriefing questions that have been designed to meet the objectives of this module. The facilitator/trainer may want to begin by using a developmental approach and build the team in increments.

- Have students read the obituary of Angelo Del Toro from the New York Times (Appendix E). Below are some debriefing questions that have been designed to meet the objectives of this module:

    - What did you take away from the obituary?
    - What point struck you as most significant?
    - Are the things that concerned the late Assemblyman Angelo Del Toro still issues today?

- Have students watch the film: "A Simple Man from El Barrio" about the life of the late Assemblyman Angelo Del Toro, Representative from Harlem / El Barrio. If time permits, have students watch additional videos listed.

Below are some debriefing questions that have been designed to meet objectives of this module:

    - What did you learn from the video?
    - Why is the Angelo Del Toro PR/HYLI important?
    - Why are you here?
    - How can you honor/continue Angelo Del Toro's legacy?
    - If you are a returning student or a graduate of the program, how has participation in this Institute affected your capacity as a leader?

ASSEMBLYMAN ANGELO DEL TORO, 47, IS DEAD

By Robert D. McFadden
The New York Times — Published: January 01, 1995

Assemblyman Angelo Del Toro, an influential East Harlem Democrat who has represented his community in the State Legislature since 1975, died on Friday at Beth Israel Hospital in Manhattan while undergoing a routine kidney dialysis procedure. He was 47.

Mr. Del Toro died of a heart attack, said Vincent Marchiselli, a friend and former colleague in the Assembly. He said that Mr. Del Toro, who had been under treatment for kidney disease since the late 1970's and underwent dialysis every week, had survived two heart attacks earlier this month.

A lifelong East Harlem resident, Mr. Del Toro attended public schools and put himself through City College and the New York Law School. He became a Democratic District leader in 1972, served as special assistant to City Council President Paul O'Dwyer and was elected to the Assembly at age 27.

Over the next two decades, Mr. Del Toro, who represented the 68th Assembly District, became the first Hispanic chairman of the Black and Puerto Rican Legislative Caucus, was chairman of the Social Services Committee for 10 years and, since 1990, was chairman of the Assembly's Education Committee.

Though not regarded as an innovative legislator, colleagues called him an energetic supporter of measures to raise grants to welfare recipients and to reform laws governing school custodians, teacher discipline and the election and conduct of New York City's 32 community school boards. He often supported the educational initiatives of New York City School Chancellors.

Sandra Feldman, president of the United Federation of Teachers, noted that Mr. Del Toro last year sponsored a bill supported by the union to make the local school boards more accountable for the money they spend and to reform their hiring and election processes. The bill was not passed, but Mr. Del Toro intended to reintroduce it this year, she said.

"Angelo Del Toro was somebody who really cared about public school children and the educators who teach them," Ms. Feldman said. "Having come from the public schools himself, he was a big booster of the public schools and realized how important they are to New York City."

Mr. Del Toro was a popular figure in his district, where he and his political allies bought hundreds of gifts for children each Christmas and operated year-round programs to provide low-cost meals for elderly poor people. He also had hundreds of voters bused to Albany for field trips each summer.

He also controlled many patronage jobs, helping constituents to get work as election inspectors, for example, and obtaining state funds to finance community organizations operated by close associates, including his brother, William, a minister who ran unsuccessfully for City Council in the 1980's. The perquisites meant much to constituents, but were often criticized by political foes.

Mr. Del Toro ran unsuccessfully for New York City Council President in 1985, when the incumbent, Carol Bellamy, left the largely ceremonial post to seek the Mayoral nomination. But he was re-elected to the Assembly 10 times, most recently last November, when he narrowly defeated Nelson Antonio Denis.

Mr. Del Toro was a close political ally of former Assembly Speaker Mel Miller, Democrat of Brooklyn, who was instrumental in his election to the Education Committee chairmanship.

Mr. Del Toro also had a close relationship with Mario M. Cuomo, supporting his election as Governor in 1982 and working later on his transition team. In turn, Mr. Cuomo named him to various panels, including the Governor's Advisory Committee for Hispanic Affairs.

Mr. Del Toro's seat will remain unfilled until Gov. George E. Pataki calls a special election.

Mr. Del Toro, who was single, is survived by three brothers, William and David, of New York City, and Emanuel, of Jacksonville, Fla. A funeral is scheduled for the Virginia House, 128 East 112th Street, at 1 p.m.. Tuesday.

1. Facilitator/trainer shows the video, "The Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute." https://www.youtube.com/watch?v=_1AARy4iid4.

After viewing the videos, ask students to discuss the following:

- What did you learn from the video?
- Why is the Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute important?
- Why is it important that you are here?
- What is the legacy of Angelo Del Toro?
- How can you positively contribute to this legacy?
- If you are a returning student or a graduate of the program, how has participation in this Institute affected your capacity as a leader?

2. Facilitator/trainer expands on the discussion by showing videos from the PR/HYLI website: http://www.prhyli.org/. (Videos are available in Resources section on website.)

Video Resource Website Addresses:
- A Common Man from El Barrio, Assemblyman Angelo Del Toro https://www.youtube.com/watch?v=c_UTD3J0GRI
- The Angelo Del Toro Puerto Rican / Hispanic Youth Leadership Institute https://www.youtube.com/watch?v=_1AARy4iid4
- Additional videos available at www.prhyli.org

Module #4 Communication & Public Speaking

OBJECTIVES:
- Students will learn about, study, and practice the public speaking skills that promote essential democratic values of free and open discussion.
- Students will support their opinions with accurate information.
- Students will acknowledge the concerns and views of others whose thinking is different from their own.
- Students will test the validity of their personal assumptions by researching facts and listening to anecdotal evidence which supports or refutes their initial views.
- Students will utilize the *Elements of Thought* with specific sensitivity to Intellectual Standards during their discussions.
- Students will assess their own communication/public speaking skills as they prepare/develop arguments for the Angelo Del Toro Mock Legislative Assembly.
- Students will evaluate a speaker's body language and use of accurate information.

PROJECTED ITINERARY:
- The content of this module should be incorporated throughout all the Angelo Del Toro PR/HYLI training sessions. Students should adhere to the *Elements of Thought and Intellectual Standards* during the course of the training. (The accompanying charts encompass the *Elements of Thought and use of Intellectual Standards* identified by the Critical Thinking Foundation).
- There are also links, articles, and rubrics included that may be useful when teaching how best to evaluate effective communication and/or public speaking. (The assessment should be based on the criteria established by the *Elements of Thought* with sensitivity to the *Intellectual Standards*).

BEST PRACTICES FROM DELEGATIONS:
- Ask students the difference between a justified argument and a one-sided or self-serving argument. Provide examples that clearly show the differences.
- The facilitator/trainer may use video clips from previous Institute trainings and/or articles to evaluate communication and public skills of different individuals. (Links to videos are included.)
- Introduce the *Critical Thinking Standard of Fairness*. Use the chart under the following link: https://www.criticalthinking.org/pages/universal-intellectual-standards/527 Copy and paste the description, guidelines, questions, etc. (see Appendix F).
- Facilitate a discussion on the importance/impact of these elements and standards in communicating and developing public speaking skills. Once the students understand what each element/standard involves, have them assess the fairness of selected videos/articles.
- For best results in this activity, videos/articles shown/used/presented should be regarding advocacy for a cause, debating an issue, etc. Video clips from previous Institute training can be used in this module for rating the speaker's effectiveness in stating a purpose clearly, supporting claims with data, facts, examples, and presenting relevant information. (For video clips from previous institutes, please refer to www.prhyli.org or visit YouTube.)
- Have students review speeches a second time to analyze the use of evidence, links among ideas, reasoning, word choice, points of emphasis, and tone. (Next Generation ELA Learning Standards:11-12SL3)

THE ELEMENTS OF THOUGHT & INTELLECTUAL STANDARDS OF THE CRITICAL THINKING FOUNDATION
(The Thinking Community, founded 2007).

The Elements of Thought
To analyze thinking, we must identify and question its elemental structures.

The Guidelines and Questions, accompanying each Element, can be used to guide thinking, discussions, research and peer review of work. These elements are taken from the Foundation of Critical Thinking, reference material from The Thinker's Guide to Analytic Thinking. Additional information can be found at: http://www.criticalthinking.org/ctmodel/logic-model1.htm#

Element	Guidelines	Questions to Consider
Point of View Point of view is literally "the place" from which you view something. It includes what you are looking at and the way you are seeing it.	Identify your point of view. Seek other points of view and identify their strengths as well as their weaknesses. Strive to be fair-minded in evaluating all points of view.	How are we looking at this situation? Do we have a vested interest in this issue? How could our own vested interests in the issue affect our ability to look at the research objectively? (Fairness) Is there another point of view we should consider? (Breadth) Who is likely to share that point of view?
Purpose Your purpose is your goal, your objective, what you are trying to accomplish. The term also includes functions, motives and intentions.	Choose significant and realistic purposes. State the purpose clearly. Distinguish your purpose from related purposes. Check periodically to be sure you are still on target.	What is our purpose in bringing this issue to the attention of …? Should we question, modify or refine our position? (Precision) Have we made the purpose clear? (Clarity)
Question at Issue The question lays out the problem or issue and guides our thinking. When the question is vague our thinking will lack clarify and distinctness.	State the question clearly and precisely. Express the question in several ways to clarify its meaning. Break the question into sub-questions. Distinguish questions that have definitive answers from those that are a matter of opinion or that require multiple viewpoints.	What is the question I'm trying to answer? Is there a better way to put this question? What important questions are embedded in this issue?

Element	Guidelines	Questions to Consider
Information Information includes facts, data, evidence or experiences we use to figure things out. It does not necessarily imply accuracy.	Restrict your claims to those supported by the data you have. Search for information that opposes your position as well as the information that supports it. Make sure that all information used is clear, accurate and relevant. Make sure you have gathered sufficient information.	*(Relevance)* What information do we need to answer our question? Is this data/information relevant to our purpose? Where can we find the information and data we need? *(Accuracy)* How do we know if this data/ information is accurate? *(Depth and Precision)* Do we need to gather more information?
Concepts Concepts are ideas, theories laws and principles or hypotheses we use in thinking to make sense of things.	Identify key concepts and explain them clearly. Consider alternative concepts or alternative definitions of concepts. Make sure you are using concepts with precision.	What idea am I using in my thinking? Is this causing problems for me or others? Are you using this term in keeping with established usage.
Interpretation and Inference Inferences are interpretations or conclusions you make. Inferring is what the mind does to figure things out. It may also be a "best guess" of what has happened or will happen (i.e. *"If… then…"* statements).	Infer only what the evidence implies. Check inferences for their consistency with each other. Identify assumptions underlying your inferences.	Is my inference logical? Does this interpretation make sense? Given all the facts, is this the best possible conclusion? Is there an alternative plausible conclusion?
Assumptions Assumptions are beliefs you take for granted. They usually operate at the subconscious or unconscious level of thought.	Clearly identify your assumptions and determine whether they are justifiable or need amending. Consider how your assumptions are shaping your point of view.	What are we assuming or taking for granted? Do we have evidence to support our assumptions? How strong is that evidence?
Implications and Consequences Implications are claims or truths that logically follow from other claims or truths. Implications follow from thoughts. Consequences follow from actions.	Trace the implications or consequences that follow from your reasoning. Search for negative as well as positive implications. Consider all possible consequences.	What is likely to happen if our recommendations are followed? What is likely to happen if nothing is done? *(Fairness)* Have we fairly addressed these issues in our presentation?

Intellectual Standards

The Elements of Thought should be used with sensitivity to Intellectual Standards, identified by the Foundation of Critical Thinking, and found in *The Thinker's Guide to Analytic Thinking*.

Standards	Indicators that the standard has been met
Clarity:	The message is clear and does not need further elaboration.
Accuracy:	We can verify that the content is true; there are no distortions.
Precision:	Specific details help us to understand exactly what the author means.
Relevance:	The information bears directly on the question or problem and helps us to understand the issue.
Depth:	The complexities of the situation or problem have been addressed; this is not a superficial treatment.
Breadth:	Multiple viewpoints have been considered and addressed.
Logic:	The conclusions flow from the evidence; this all makes sense together.
Significance:	The author has selected an important problem and has focused on the most important facts in addressing it.
Fairness:	The author has sympathetically represented the viewpoints of others.

HELPFUL LINKS: COMMUNICATION & PUBLIC SPEAKING

1. **Show: Amy Cuddy's Ted Talk: Your Body Language Shapes Who You are.**
   https://www.ted.com/talks/amy_cuddy_your_body_language_may_shape_who_you_are
   Use the points she makes to create a list of things to consider in speaking publicly.
   This list can be used in giving feedback to student presenters.

2. **Show: Law and Order.** Show scenes from the show Law and Order to show the effects of combining facts and evidence with passionate presentations.
   http://www.bing.com/videos/search?q=courtroom+scenes+from+%22law+and+order%22&view=detail&mid=E20ED1C001EFDC797E07E20ED1C001EFDC797E07&FORM=VIRE

3. **Show: The Girl Who Silenced the World.** https://www.youtube.com/watch?v=TQmz6Rbpnu0
   Show this video of a thirteen-year-old who spoke before the UN.
   Then ask students to critique her performance using the questions below.

4. **Show: The Obama Romney debate.** https://www.youtube.com/watch?v=aYKKsRxhcro
   Select 2-3 minutes for student view. Then discuss if speakers were effective and why.

5. **Show: Videos of past Mock Assemblies (PR/HYLI)** — Refer to the PR/HYLI website.

   The videos and links listed are a compilation of materials used by delegations' leaders/ trainers to address the module on Communication and Public Speaking.

6. **Use the concept of the popular reality show Shark Tank to foster passion and creativity in student presentations.**

7. **Use the chart of CCLS below to analyze model speeches as well as student presentations.**

   Analyzing Technique (SL.11.-12.3)

   • What specific words/phrases were particularly effective in arguing claims?
   • What words or phrases are used to link information and ideas?
   • What points did the speaker emphasize?
   • What is the effect of the emphasis?
   • How would you describe the tone of the speech?

8. **Use the Elements of Thought/Questions, (provided in the chart below), to critique the content of model speeches and student presentations.**

Element	Guiding Questions
Purpose	Has the speaker made her/his purpose clear?
Point of View	Has the speaker identified her/his point of view?Does the speaker have a vested interest in this issue?Is there evidence to indicate that other points of view have been considered?Are others' points of view represented fairly?
Assumptions	What assumptions seem to be affecting the speaker's thinking?Can these assumptions be justified by specific facts, data, evidence, or examples?Are there any unjustifiable assumptions in this presentation?
Information	Is the information relevant to the claims made?Is there enough information to support the claims made?Can we check that the information is accurate?Has information that contradicts the speaker's point of view been addressed?

9. **Use Rubrics to help students to improve their body language while speaking publicly.**

10. **Use peer review to give students feedback as they rehearse for the Mock Debate.**

NOTE: This Public Speaking rubric, published by Edutopia, may be a helpful for students with each other. The English and Spanish versions are included on the next page.

Resource: https://wpvip.edutopia.org/wp-content/uploads/2022/10/edutopia-kipp-criticalthinking-lessonplansrubric-rubric-forspeech.pdf

Angelo Del Toro
PUERTO RICAN/HISPANIC YOUTH LEADERSHIP INSTITUTE

Rubric for Public Speaking: Speech of Self-Introduction

Categories	1 Baseline	2 Attempts the Standard	3 Approaching the Standard	4 Target
A. **Familiarity with Your Material**	You are obviously not familiar with your speech. You pronounce few words correctly and often use filler words such as "like" or "um" Overall, you show a very limited comfort with the material.	You are only fairly familiar with your speech. You pronounce many words correctly, but also many incorrectly. You may sometimes use filler words such as "like" or "um" Overall, you show limited comfort with the material	You are generally familiar with your speech, and it is evident that you have practiced. You pronounce most words correctly and seem comfortable with what you have to say. You may use filler words such as "like" or "um" a few times. Overall, you know your speech generally well	You have obviously practiced your speech repeatedly. You pronounce almost all words correctly and seem to be very comfortable with what you have to say. You never use filler words such as "like "or "um." Overall, you know your speech quite well.
B. **Posture**	You have poor posture throughout your speech You often lean from side to side and slouch onto the podium, or fidget with your hands.	You have good posture throughout some parts of your speech. In most of parts of the speech you lean from side to side, slouch onto the podium, or fidget with your hands.	You have good posture throughout most of your speech. You rarely lean from side to side, slouch onto the podium, or fidget with your hands. Most of your movements serve to enhance the speech rather than distract from it.	You have good posture throughout your speech. You do not lean from side to side, nor do you slouch onto the podium, or fidget with your hands. All of your movements serve to enhance the speech rather than distract from it.
C. **Pacing**	You move through your speech very quickly or too slowly. As a result, the words that you say are not understood, or felt by the audience.	You move through your speech at an appropriate pace only in some parts of your speech. Sometimes you make awkward pauses or sometimes you speed up unexpectedly.	You move through your speech at an appropriate pace for most of your speech. A few times (2-3) you may make awkward pauses or speech up unexpectedly.	You move through your speech at an appropriate pace. You pause in at the end of sentences or at significant moments so that your words are felt by the audience.
D. **Volume**	Your speech is very soft or too loud for most of the speech. As a result, you do not command the attention of the audience.	You speak clearly and forcefully in parts of your speech, but in most parts, you are either too loud or too soft.	You speak clearly and forcefully throughout most of your speech. In a few parts you may be too loud or too soft.	You speak clearly and forcefully throughout the entirety of your speech. In no parts are you too loud or too soft.
E. **Eye Contact**	You make eye contact 1-3 times with your audience during your speech.	You make eye contact with your audience in some parts of your speech.	You consistently make eye contact with your audience throughout the entirety of your speech, but you make eye contact with limited sections of the room. Or you make eye contact throughout most of your speech, but only with limited section.	You consistently make eye contact with your audience throughout the entirety of your speech. You make eye contact with all sections of the room throughout your speech. Your eye contact flows well with the words of your speech.

Angelo Del Toro
PUERTO RICAN/HISPANIC YOUTH LEADERSHIP INSTITUTE

Rúbrica para el discurso público: Presentación

Categorias	1 Punto de partida	2 Intentó cumplir con el estándar	3 Se aproximó al estándar	4 Dio en el blanco
A. **Familiaridad con el material**	Obviamente no estas familiarizado con el texto de la presentación. Pronuncias pocas palabras correctamente, y a menudo usas muletillas como "like" or "um" o "esteee". En general, te sientes incómodo con el material.	Estás familiarizado con el material a medias. Pronuncias muchas palábras correctamente, pero también muchas de ellas incorrectamente… a veces usas muletillas como "like, "um" o "esteee…" En general, tu comodidad con el material es limitada.	En general estas familiarizado con tu material, y es evidente que as ensayado tu presentación. Pronuncias la mayoría las palábras correctamente y pareces estar cómodo con lo que dices. Usas muletillas muy pocas veces. En general, te sabes bien el material.	Es obvio que has practicado tu discurso repetidamente. Pronuncias casi todas las palabras correctamente, y pareces estar muy cómodo con lo que dices. Nunca usas muletillas como "like",. "um", o "esteeee…" En general te sabes tu discurso muy bien.
B. **Postura**	Tu postura a lo largo del discurso es muy pobre. Te balanceas o recuestas de un lado l otro con frecuencia, y a menudo te recuestas sobre el podio o mueves las manos nerviosamente. Mantienes.	Mantienes una buena postura durante algunas partes del discurso. Durante la mayor parte del discurso te balanceas o recuestas de un lado a otro, te recuestas sobre el podio o mueves las manos nerviosamente.	Mantienes una buena postura durante la mayor parte del discurso. Raramente te balanceas de un lado a otro, te recuestas sobre el podio o mueves las manos nerviosamente. La mayoría de tus movimientos enriquecen el discurso en lugar de distraer al público.	Mantienes una buena postura durante todo el discurso. No te balanceas de un lado a otro, ni te recuestas sobre el podio o mueves las manos nerviosamente. todos tus movimientos enriquecen el discurso en lugar de distraer al público.
C. **Ritmo (paso)**	Avanzas sobre tu discurso muy rápida o lentamente. A consecuencia, lo que expresas no se entiende y/o no impacta a tu audiencia.	Avanzas sobre tu discurso a un ritmo apropiado durante alguna de sus partes solamente. En ocasiones pausas incómodamente, y/o te apresuras inesperadamente.	Avanzas sobre tu discurso a un ritmo apropiado durante la mayoría de sus partes solamente. En unas pocas ocasiones (2-3), quizás, pausas incómodamente, y/o te apresuras inesperadamente.	Avanzas sobre tu discurso a un ritmo apropiado. Pausas al final de las oraciones o durante momentos significativos a fin de que la audiencia sienta tus palabras.
D. **Volumen**	Hablas con muy poco o demasiado volumen. A consecuencia pierdes la atención del público.	Hablas con fuerza y claridad durante algunas partes de tu presentación, pero durante la mayor parte, hablas con muy poco o demasiado volumen.	Hablas con fuerza y claridad durante la mayor parte de tu presentación. En unas pocas ocasiones, quizás, hablas con muy poco o demasiado volumen.	Hablas con fuerza y claridad durante toda tu presentación. En ningún momento hablas con muy poco o demasiado volumen.
E. **Contacto Visual**	Mantienes contacto visual con la audiencia de 1 -3 veces durante tu discurso.	Mantienes contacto visual con la audiencia durante algunas partes tu discurso.	Mantienes contacto visual con la audiencia consistentemente, pero tan solo con algunas secciones del salón. Ó estableces contacto visual durante la mayor parte de tu presentación solamente con algunas secciones del salon.	Mantienes contacto visual con la audiencia consistentemente durante todo el discurso. Lo haces con todas las secciones del salón a lo largo del discurso. Tu contacto visual fluye bien con tus expresiones a lo largo del discurso.

Angelo Del Toro
Puerto Rican/Hispanic Youth Leadership Institute

PEER REVIEW PROCESS

1. The presenter can focus feedback by posing a specific question or need.
2. Begin with rounds of warm feedback until no one has warm feedback to share.
3. Three to five minutes for the presenter to share (depending on the total amount of time available)
4. The presenter can focus the feedback by posing a specific question or need.
5. Proceed with rounds of cool feedback until there is no more.
6. The group should go through at least one full round of warm feedback before shifting to cool feedback. Two rounds or more of cool feedback are recommended.
7. Members can pass if they have nothing new to say. They can also agree with, ditto, add to or build on something that someone else has said, or give feedback that is completely different

Warm Feedback
- Endorses or values without praising
- Is non-judgmental and specific to the work
- Provides the perspectives/points of view and beliefs of the reviewers
- Focuses on importance, relevance, connections, usefulness, applicability, and possibilities
- Examples:
  "You can also address _____ with that…"

  "This could also be combined with _____ …"

  "This might allow your students to understand _____…"

  "If you included, you could also _____…"

Cool Feedback
- No negative judgments
- Focuses on questions and confusions
- Helps uncover the perspective/point of view and beliefs of the author
- Elicits clarification by promoting thinking
- Examples:
  "I wonder if you might…"
  "I don't understand…"
  "Why did you…?"
  "Could have a negative effect on _____ ?"
  "I'm struggling to see how this…"

Notes

New York State Learning Standards: The second training session addresses the *New York State Next Generation English Language Arts Learning Standards*, as well as practices and conceptual understandings found in the *New York State K-12 Social Studies Framework*, including but not limited to:

New York State Next Generation English Language Arts Standards:

Reading Information:

11-12R8:   Delineate and evaluate an argument in applicable texts, applying a lens (e.g., constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient. (RI&RL)

11 - 12R4:   Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)

Reading History:

11-12RH1:   Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.

11-12RH2:   Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

11-12RH3:   Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

11-12RH6:   Evaluate authors' points of view on the same historical events or issue by assessing the authors' claims, reasoning, and evidence.

11-12RH7:   Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

11-12RH8:   Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

11-12RH9:   Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Writing in History, Science and Technology:

11-12W6:   Conduct research through self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.

11-12W7:   Gather relevant information from multiple sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism, overreliance on one source, and follow a standard format for citation.

11-12WHST7:   Draw evidence from informational texts to support analysis, reflection, and research.

Speaking and Listening:

11-12SL1:   Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

   a. Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas.
   b. Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
   c. Pose and respond to questions that probe reasoning and evidence; address a full range of positions; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
   d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

11-12SL4:   Present claims, findings, and supporting evidence, conveying a clear and distinct perspective; alternative or opposing perspectives are addressed; organization, development, substance, and style are appropriate to task, purpose, and audience.

11-12SL5:   Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.

11-12SL6:   Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language:

11-12L3:   Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

   a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

New York State K-12 Social Studies Framework
Social Studies Practices

A. Gathering, Using, and Interpreting Evidence:

   • Analyze evidence in terms of content, authorship, point of view, bias, purpose, format, and audience.
   • Describe, analyze, and evaluate arguments of others.
   • Make inferences and draw conclusions from evidence.

F. Civic Participation:

   • Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints and provide evidence for a counter-argument.
   • Participate in activities that focus on a classroom, school, community, state, or national issue or problem.
   • Explain differing philosophies of social and political participation and the role of the individual leading to group driven philosophies.
   • Participate in persuading, debating, negotiating, and compromising in the resolution of conflicts and differences.
   • Identify situations in which social actions are required and determine an appropriate course of action.
   • Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.
   • Fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness and/or engaging in the political process.

Participation in Government and Civics — Conceptual Understandings:

12.G1:   Foundations of American Democracy: The principles of American democracy are reflected in the Constitution and the Bill of Rights in the organization and actions of federal, state, and local government entities. The interpretation and application of American democratic principles continue to evolve and be debated.

a. Enlightenment ideas such as natural rights, the social contract, popular sovereignty, and representative government greatly influenced the framers of the Constitution and Bill of Rights.

b. The Constitution created a unique political system that distributes powers and responsibilities among three different branches of government at the federal level and between state and federal governments. State constitutions address similar structures and responsibilities for their localities.

12.G2f   Civil Rights and Liberties: Freedom of the press is an essential element of a democratic system, and allows for a citizen to receive and interpret information representing different points of view. Freedom of the press has limits, which are intended to protect the rights of individuals and other entities. The degree to which the press is free and impartial in practice is a source of ongoing debate.

12.G3b   Rights and Responsibilities — The Duties of Citizenship: The right to vote, a cornerstone of democracy, is the most direct way for citizens to participate in the government. A citizen must register to vote and may register as a party member or select the status of independent.

12.G4   Political and Civil Participation: There are numerous avenues for engagement in the political process, from exercising the power of the vote, to affiliating with political parties, to engaging in other forms of civic participation. Citizens leverage both electoral and non-electoral means to participate in the political process.

b. Allowing citizens to vote does not ensure that a system is a democracy. Open, safe, and honest elections are essential to a democratic system. Engaged and informed citizens should know the mechanics associated with voting, including when major local, state, and national elec- tions are held, how to register to vote, who currently holds each office, who is running for office, and what the central issues are pertaining to that election.

d. The United States and New York have political party systems, and the political parties represent specific political, economic, and social philosophies. Debate over the role and influence of political parties continues, although they play a significant role in United States elections and politics. The role of political parties' platforms they represent vary among states in the United States.

12.G5   Public Policy: All levels of government – local, state, and federal – are involved in shaping public policy and responding to public policy issues, all of which influence our lives beyond what appears in the Constitution. Engaged citizens understand how to find, maintain, evaluate, and respond to information on public policy issues.

a. Each level of government has its own process of shaping, implementing, amending, and enforcing public policy. Customarily the executive branch will outline its plan and agenda in an executive address to the legislative body.

b. On various issues, certain governmental branches and agencies are responsible for determining policy. Those who create public policies attempt to balance regional and national needs, existing political positions and loyalties, and sources of political power.

c. Successful implementation of government policy often requires cooperation between many levels of government, as well as the cooperation of other public and private institutions. Conflicts between different levels of government sometimes emerge due to different goals, ideas, and resources regarding the creation and implementation of policy.

d. Active and engaged citizens must be effective media consumers in order to be able to find, monitor, and evaluate information on political issues. The media have different venues, which have particular strengths and serve distinct and shared purposes. Knowing how to critically evaluate a media source is fundamental to being an informed citizen.

Sample Agenda

I. **Welcome: Reintroductions and Goal Setting**

II. **Icebreaker and Teambuilding Activity**

III. **Review of Last Session**
- Leadership & Public Speaking
- Review Homework: Do you know your representatives?

IV. **Introduction to Democracy**
- What does Democracy mean to you?
- How does a Bill Become a Law?
- What are Parliamentary Procedures?
- Can you define a Democracy? Can you define a Republic? Is there a difference?

V. **Democracy**
- Democracy vs Republic
- Federalist Paper #14
- Power of the Vote

VI. **How Does a Bill Become a Law?**
- "The Life of a Bill" – reading material and short film
- Video: NY&… How does Government Actually Work?
- Video: How a Bill Becomes a Law in New York
- Video: How a Bill Becomes a Law School House Rock

VII. **Parliamentary Procedures / Guest Presenter:**
- Handout: "The A-B-C's of Parliamentary Procedures"
- Procedures for Albany / Specialty Roles

VIII. **Bills / Mock Legislative Assembly**
- Introduction of bills for Albany
- Analysis of first half of the bills with a Q & A session
- General overview of each bill by groups

IX. **What's Your Argument?**
- Concentric Circle: So, you want to debate? State your argument on each of the Bills (Pros & Cons)

X. **Homework:**
- Call your individual representative's office and ask about their positions on each of the bills. Be ready with questions that challenge them to elaborate on the bill.
- Analyze / Examine and Formulate YOUR OWN position on each bill.
- Continue to work on your group presentations.

XI. **Debrief: A Formal Debriefing / Reflection on the Day's Agenda of Events**

Module #5 Democracy

"This right to vote is the basic right without which all others are meaningless."
–Lyndon Baines Johnson, August 6, 1965

OBJECTIVES:
- Students will be able to understand how we became a federal constitutional republic based on their reading of Federalist #14. Students will understand an individual citizen's role in establishing and maintaining a democracy through the power of the vote.
- Students will acknowledge that the right to vote is a cornerstone of democracy and therefore is the most direct way for citizens to participate in government.
- Students will be able to understand that even though citizens are allowed to vote, it does not ensure that a system is a democracy.
- Students will research whether we currently have open, safe, and honest elections – which are essential to a democratic system of government.

PROJECTED ITINERARY:
- This module's focus is on the importance of Democracy and how we as citizens can best support the continuation of democracy through the power of the vote.
- This module will focus on the historical past and the ways in which the path toward democracy has continued or there have been times that democracy has been challenged in America.

BEST PRACTICES:
- Conduct a discussion where the students are to define the terms Democracy and Republic. Within the discussion, have the students contemplate whether or not we – America – have a democracy.
- Have students read the following Federalist Paper #14 where James Madison fights for a republic rather than a democracy. Once the students have read through the essay. Conduct a discussion on the following questions:
    - *Do you agree with James Madison about the United States needing to be a republic?*
    - *James Madison cites the size of the country. Compare the size of the country in 1780 to the present day. Is it still a solid expectation to continue to fight for democracy or are we just too large of a nation?*
- Have the students compile voting rights access within the United States. Have them cite evidence where we have either moved closer to democracy or moved farther away.
- Students will conduct a discussion based on a series of documents/photographs/posters/signs that discuss the historical importance of voting rights within the U.S.
- Students will conduct current event research about ways that voting rights are currently being restricted. Students will need this to compile this information so that when they write their action plan, they can come up with ways to combat current voting rights restrictions.
- Culmination: Create an action plan based on Voter Education and Voter Accessibility that can be used to further defend democracy. This can include active steps at the local, state, or federal level.

Sources of Information:
– Madison, James. "The Federalist Papers: #14." 30 Nov. 1787. Found Here
https://www.brennancenter.org/our-work/research-reports/voting-laws-roundup-december-2021
https://www.carnegie.org/our-work/article/voting-rights-timeline/
https://apnews.com/hub/voting-rights

Video: Understanding the Federalist Papers
Video: Reading of The Federalist #14 by James Madison

Sources of Voters Information:
https://www.lwv.org/voting-rights/expanding-voter-access
https://www.aclu.org/know-your-rights/voting-rights
https://whenweallvote.org/voting101/votingrights/

DEMOCRACY: YOUR VOICE IS YOUR VOTE ACTION PLAN

Essential Question: Does expanding the right to vote for Americans strengthen the nation?
Or does it threaten the control over the country?

VOTER EDUCATION	
Historical Circumstances	
Action Steps to Solve this Issue	

VOTER ACCESSIBILITY	
Historical Circumstances	
Action Steps to Solve this Issue	

TIMELINE OF VOTING RIGHTS ACCESS

Complete the timeline of voting rights access in United States History.

Date	Event	Explanation	Did this event move us further toward a democracy or away from a democracy?
1870		Fifteenth Amendment	
1875		Minor v. Happersett	
1920		Nineteenth Amendment	
1942		Soldier Voting Act	
1944		Smith v. Allwright	
1961		Twenty-Third Amendment	
1964		Twenty-Fourth Amendment	
1965		The Voting Rights Act	
1966		Harper v. Virginia	
1971		Twenty-Sixth Amendment	
1974		Richardson v. Ramirez	
1975		The Voting Rights Act	
1990		Americans with Disabilities Act	
1993		National Voter Registration Act	
2002		Help America Vote Act	

THE RIGHT TO VOTE IN IMAGES

Anti-Woman Suffrage Postcard
Gift of Edna L. Stantial
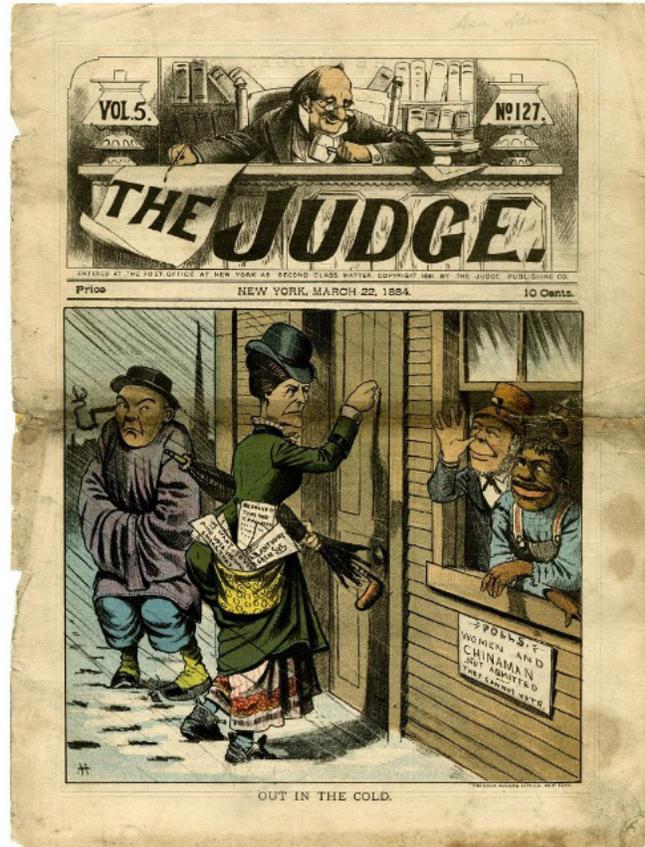
"Out in the Cold," The Judge, March 22, 1884
Gift of Ralph E. Becker Collection of Political Americana

THE RIGHT TO VOTE IN IMAGES

"The Hyphenated American," Puck, August 9, 1899
Courtesy of The Ohio State University Billy Ireland Cartoon Library & Museum

THE RIGHT TO VOTE IN IMAGES
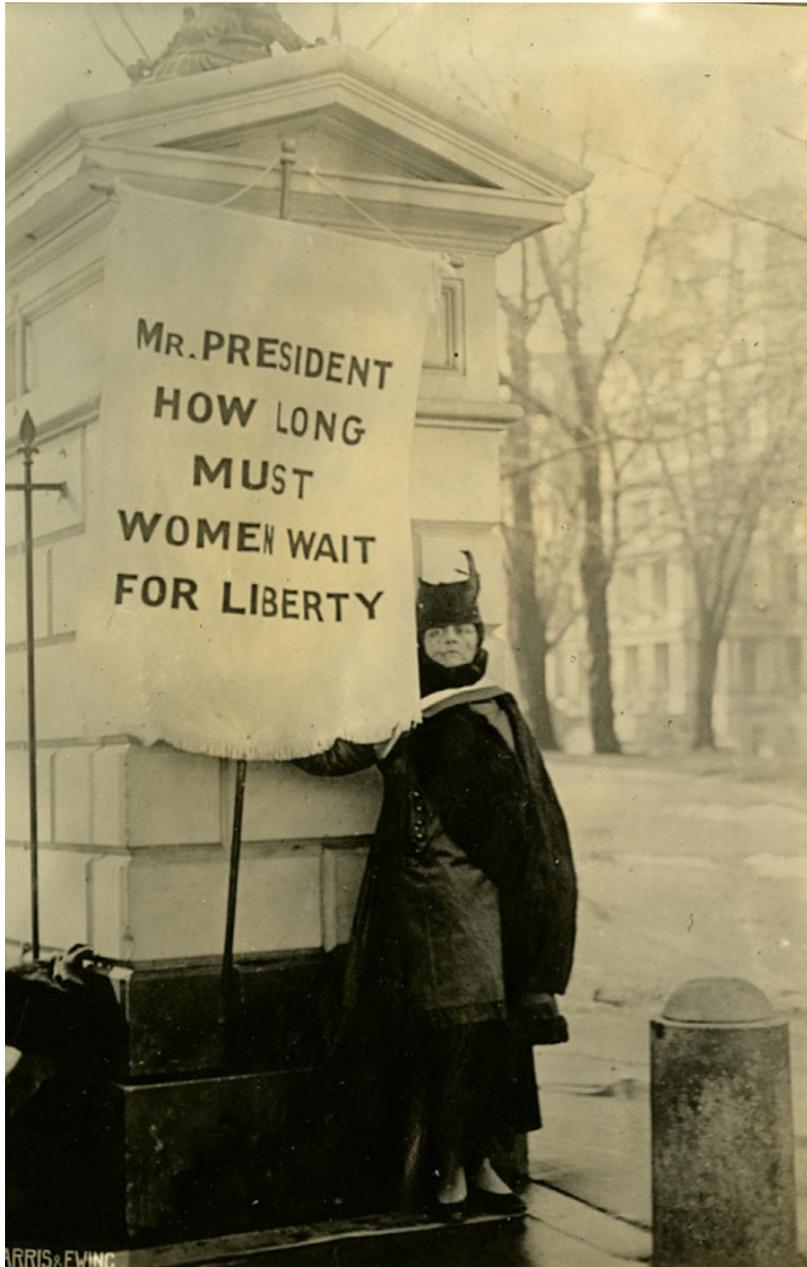
Alison Turnbull Hopkins Pickets the White House, 1917
Source: The National Woman's Party at the Belmont-Paul Women's Equality National Monument

THE RIGHT TO VOTE IN IMAGES
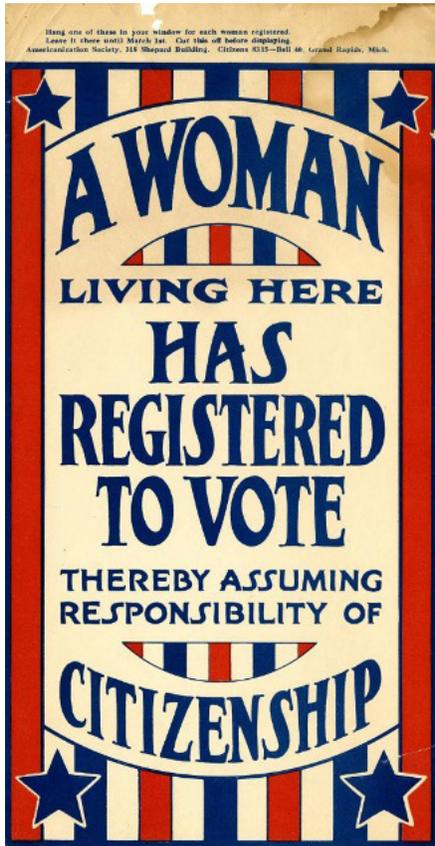
Voter Window Sign, 1919
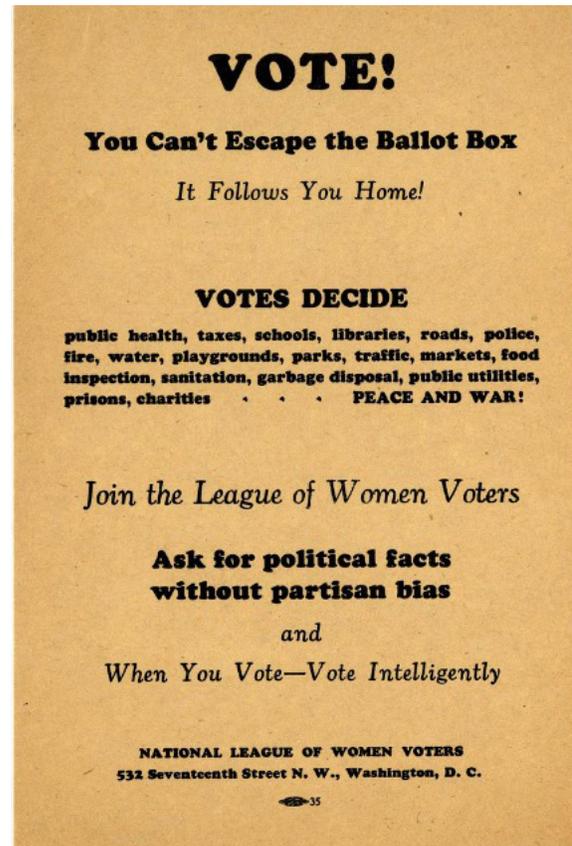
Voter Handbill, 1920s
Gift of League of Women Voters

THE RIGHT TO VOTE IN IMAGES

NAACP sign, from the Warrenton, North Carolina, headquarters' southern registration campaign, 1965–1968

Buttons supporting the Twenty-Sixth Amendment
Gift of Vicki L. Thorn

THE RIGHT TO VOTE IN IMAGES

Bumper Sticker Supporting Full Voting Rights for Washington, D.C
Source: National Museum of American History
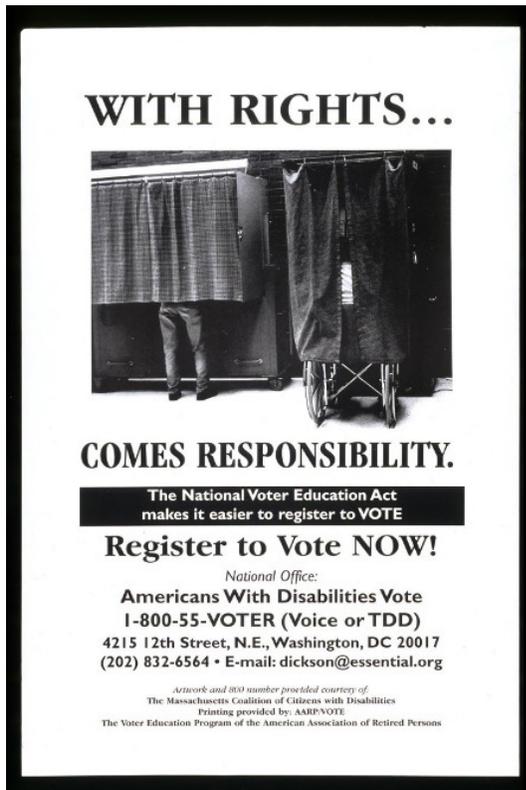
poster, With Rights . . . Comes Responsibility, 1990s

The Right to Vote in Images

Poster, Vote or Die, 2004

An Expression of Power, 2006
Participants in an immigration rights demonstration plan to back their beliefs with their ballots in an Arizona election. Courtesy of Matt York/Associated Press.

THE RIGHT TO VOTE IN IMAGES

English/Spanish/Chinese Poll Sign, 2014
Gift of City and County of San Francisco Department of Elections

Module # 6 How a Bill Become Law

OBJECTIVES:
- Students will demonstrate an understanding of the different responsibilities of Federal and State Government.
- Students will create presentations to explain the development of a bill from its inception.
- Students will identify gaps in their understanding of how a bill becomes a law.
- Students will formulate questions that direct their independent research.
- Students will develop an in-depth understanding of how public policy is shaped by researching and proposing legislation concerning an issue of their choosing.

PROJECTED ITINERARY:
- This module is presented early during the training sessions and prior preparation is needed. The facilitator/trainer should acquire authentic reading materials (provided at no cost), by visiting https://assembly.state.ny.us/req/ and following the four easy steps for requesting the forms. "There Ought to Be a Law" form is recommended.

BEST PRACTICES FROM DELEGATIONS:
- Have students define *federalism* by creating a visual representation showing the different responsibilities of the Federal and State Government.
  - > Facilitator/trainer and student resources are available on http://www.icivics.org/ and the National Constitution Center https://constitutioncenter.org/
- Have students work in small groups to read the Preamble of the New York State Constitution and to review the overall structure of the Articles of the New York State Constitution. Break the students into teams and assign each team one of the following articles:
  - > Article I: Legislative Branch
  - > Article II: Executive Branch
  - > Article III: Judicial Branch

- Students use marginal notes to mark sections that they want clarified as well as information they want to include in their presentations.
- Discuss notes with students and then ask them to summarize the information they have gathered. The summary can include visuals as well as prose.
- Implement the Jigsaw strategy to ensure that each group gets information from the other groups. The New York State Constitution can be found on the following link: https://dos.ny.gov/system/files/documents/2022/01/Constitution-January-1-2022.pdf
- Encourage students to conduct additional research to clarify their explanations of the three branches of government; they should cite the sources used. This activity can also be given to students as homework to be presented at the next session. It is important that the three branches of government be discussed in the context of how a bill becomes a law. The facilitator/trainer may find reading resources on the following websites: (11-12 RH7, 11-12RH9)
- USA Government: https://www.usa.gov/about-the-us
- Harry S. Truman Library and Museum: https://www.trumanlibrary.gov/museum
- Congress for Kids: https://kids-clerk.house.gov/high-school/
- Provide time in order for students to share the information they have gathered. Encourage students to provide citations for the additional sources researched to create the response.

- Explain to students that they should use three of the Intellectual Standards to assess their own work, as well as the presentations of the other teams. Provide students with a checklist to help them think about the accuracy of their information/explanations, the logic of the organization and the precision of their wording.

  Accuracy: Does the audience know this is true? How?
  Logic: Does this make sense together? Does the organization promote understanding?
                Does the conclusion follow from the evidence?
  Precision: Is information presented clearly through precise words and specific terminology?

- After the group has reviewed all the presentations, have students discuss how our system of government distributes powers and responsibilities among three different branches of government.
- Discuss how this system of government works to provide social, economic, and political stability in order to secure the protection of individual rights.
- Introduce students to the lawmaking process by asking them to think about things that bother them, things that they feel there should be a law against. Give them time in silence (roughly 30 seconds) and ask that they raise their hand once they have an idea or thought for sharing.
- Using popcorn style brainstorming, solicit their thoughts, asking: "Why is there a need for a law on that?" Do not offer judgment; just seek clarification. After everyone who is willing to share has done so, ask the group if anyone is aware that many laws come to be because a person felt just like they do at this moment.
- Provide students with handouts and/or links to use in researching issues they would like to present to their legislative representative during a visit to their local, state, or national offices. Ask them to annotate the handouts and/or take notes that they can share with the group at the next session when they discuss issues of concern.
- Ask students how an idea/thought can make it all the way to becoming a law. Pause for sharing. Distribute the reading material "Bill Becomes Law" and give students three to five minutes of reading time. Ask them to turn to a partner and share what they have learned.
  > You may wish to the informational video New York Now:
    https://nynow.wmht.org/blogs/politics/how-a-bill-becomes-a-law-in-new-york/
  > Or the short film from Schoolhouse Rock titled "I'm Just a Bill". The video may be accessed by the following link: YouTube - Schoolhouse Rock- How a Bill Becomes a Law:
    https://www.youtube.com/watch?v=2nKyihoV9z8
  > After viewing the short film(s), ask students to illustrate a timeline of what it takes for an idea/thought to make it all the way to becoming an enforceable law. When time is up, have students exhibit their work, art gallery style, and allow their peers to walk around viewing and offering feedback.

Module # 7 Angelo Del Toro PR/HYLI – Parliamentary Procedure and Mock Legislative Assembly Procedures/Script

OBJECTIVES:
- Students will learn the vocabulary / parliamentary procedures for debate during a PR/HYLI Mock Legislative Assembly Session.
- Students will practice *The Angelo Del Toro Puerto Rican / Hispanic Youth Leadership Institute Mock Legislative Assembly Script*.
- NOTE: It is important that you distribute the reading material for this module as a homework assignment during Session One.

PROJECTED ITINERARY:
- This module should be introduced in the first training session so that the facilitator/trainer can incorporate the vocabulary and the procedures as the rest of the modules and practices progress.

BEST PRACTICES FROM DELEGATIONS:
- To review The Angelo Del Toro PR/HYLI Mock Legislative Assembly Itinerary and Script, ask that the students take out the previously distributed material. Have additional copies to distribute in case theirs is not available.
- Divide the group into groups of six to eight students and have students review the material as if it were a theater script. Each of the students will take on the specialty role outlined in the script. Each group must have all the roles defined in the script and other members can act the roles of regular assembly members.
- After the scripts are read out loud, answer any questions that the students might have about the organization of the PR/HYLI Mock Legislative Assembly or process. (Continue to use these scripts in practice to develop fluency with this process.) You may view live audio and video of legislative proceedings at: https://assembly.state.ny.us/av/

ANGELO DEL TORO PUERTO RICAN / HISPANIC YOUTH LEADERSHIP INSTITUTE MOCK LEGISLATIVE ASSEMBLY PROCEDURES/SCRIPT

Parliamentary Law – or *Parliamentary Procedure* – as the name implies, originated from practices and rules adopted by the British Parliament. The purpose of parliamentary procedure is to allow a large group to make a joint decision in a fair and efficient manner. Although parliamentary procedure has changed and evolved since the early days of the Parliament, the basic rules have remained the same because they were based on two fundamental principles: the right of the majority to rule and the right of the minority to participate.

The right of the majority to rule means that at the end of the discussion, a vote is held. The side that wins the majority of votes determines whether or not the group will take the proposed action.

The right of the minority to participate means that every member has the right to make sure his or her voice is heard, even if he or she disagrees with the majority of the group. This right consists of several procedural rights, including the right to receive a notice of all group meetings, the right to attend those meetings, the right to engage in debate, and the right to propose amendments and other procedural motions.

Most people know at least a little about parliamentary procedure. What they do know most likely comes from Robert's Rules of Order. This book summarizes basic parliamentary procedure for formal and informal volunteer groups, such as church councils, non-profit boards, and student governments. Legislatures, however, follow legislative procedure, which is a form of parliamentary law that is very different from the one described in *Robert's Rules*. Legislative procedure is considered a branch of procedural law similar to criminal procedure. This procedure covers the arrest and prosecution of accused criminals while civil procedure concerns lawsuits between two private citizens.

Some common differences between legislative procedure and Robert's Rules:

- **Legislatures don't require seconds.** Most people are familiar with the concept of seconding a motion. This is a rule from Robert's Rules that makes sense from the standpoint of a volunteer organization that shouldn't be forced to debate and deal with a motion that only a single member wants. A legislator, however, was elected to represent his or her constituency and has a right to bring business before the House on her/his constituents' behalf.
- **Legislatures do most routine business with unanimous consent.** If you watch a legislature on TV, you will notice that they will often make motions that the presiding officer adopts without first having a vote. Most routine business, such as motions to adopt the journal or to adjourn, are done by unanimous consent; that is, they are automatically adopted without a vote unless a member object to the unanimous consent and requires a vote. This allows a legislative body to dispose of common procedures quickly and efficiently without having a long series of unanimous votes.
- **Legislatures are more formal.** Legislatures by custom continue to use older, archaic procedures that Robert's Rules has abandoned. This sometimes makes it difficult for average citizens to follow what is going on.

The legislative process takes place in four distinct stages, which are as follows:

INTRODUCTION

The first step in the legislative process requires a legislator to put forth a proposed idea or course of action. This will be in one of two forms: a bill or a resolution. A bill is used to propose a change in the written laws of the State. Bills are also used to enact or change the budget. A resolution is used for any other official act of a legislature, including changing the rules of the House, appointing officers of the House or other official positions, or any other legal activity, such as impeachment or ratifying an amendment to the U.S. Constitution. Resolutions can also be ceremonial in nature and are used to honor a person or an event.

Once a bill or resolution is introduced, it is assigned a number by the Clerk's office. Bills are assigned to a committee for the next stage of the process. Most resolutions that are taken up by the Assembly are "privileged" resolutions and are sent directly to the Assembly floor. However, some resolutions are not privileged and are instead sent to committee and must go through the same process as bills.

COMMITTEE STAGE

The majority of bills that are introduced do not advance beyond introduction. They are introduced and are never taken up by a committee. There are simply too many bills introduced and too few committee meetings to allow the committees to review and vote on every single bill that is introduced. When the committee does meet, it will have an agenda set by the committee chair of 3-10 bills, on average. The members of the committee will discuss the provisions of a bill and then vote to either report the bill (i.e., advance it to the next step) or hold the bill for further consideration (i.e., kill the bill).

Once a bill is reported, it may go to the floor for consideration by the whole Assembly, or it may be referred to a second (or third!) committee for review. Most commonly, bills that have a financial impact on the State by affecting spending or taxes will have to be considered by the *Ways and Means Committee* before they can be reported to the floor.

FLOOR STAGE

When a bill is reported to the floor for consideration by the whole Assembly, it will advance through several stages (usually by means of unanimous consent) until it is placed "On Order of Third Reading." This is the stage at which bills are considered for final passage or defeat. Bills are debated, sometimes amendments are offered, and they are given an up-or-down vote by the members.

FURTHER ACTION

In unicameral systems (having only one House, like a County Legislature or a City or Town Council), the bill is then sent to the Executive for approval or veto. In bicameral systems (having two Houses, like 49 State Legislatures or Congress), bills have to be passed by the other House in an identical form as the first House. The Executive (the President, Governor, County Executive, or Mayor) can then approve or veto the bill. Vetoes can be overridden by the legislature, usually by a supermajority of vote.

Script: Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute Mock Legislative Assembly

Role:	Notes:	Script:
Opening of Session:		
MAJORITY LEADER:	*(Majority Leader rises and addresses the speaker)*	"Speaker of the House, will you please bring the House to order".
SPEAKER:	*(Bang Gavel 1X)*	"A quorum being present, the House will come to order". (BANG GAVEL 3X)
SERGEANT-AT-ARMS:	*(All delegates remain standing until they are asked to be seated after the Governor's entrance).*	"ALL RISE!"
SPEAKER:	*(Color guard delegates from multiple delegations).*	"Place the Colors".
SPEAKER:	*(Wait for the Color Guard to finish).*	"Let us begin our _____ Annual Angelo Del Toro PR/HYLI Mock Legislative Assembly session with the invocation presented in English and Spanish by (NAME OF STUDENT) a delegate from the _____ delegation".
Invocation:		
SPEAKER:	*(Addressing the House)*	"All present in these chambers are invited to join (NAME OF STUDENT) a delegate from the _____ delegation as we recite the Pledge of Allegiance".
SPEAKER:	*(As soon as anthems are completed…color guard can leave the post)*	"Remain standing for the performance of the United States national anthem and the Borinqueña by delegates from various delegations.
SERGEANT-AT-ARMS:	*(Governor enters after being announced and works way to the front podium, greeting colleagues as necessary)*	"All present in the ___ Annual Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute, the Governor of the Great State of New York, from the ____ Delegation, (NAME OF THE STUDENT)!
SERGEANT-AT-ARMS:	*(After the Governor reaches the pulpit and makes a speech)*	"Please be seated."
SPEAKER:	*(Addressing the House)*	"Serving as today's clerk(s) is(are) (NAME OF STUDENT(S)) from the _____ delegation. The clerk will read the previous day's journal…"
MAJORITY LEADER:	*(Addressing the Speaker)*	"I move to dispense with the reading of the previous day's journal".
SPEAKER:	*(Addressing the Majority Leader by name)*	"So ordered, Majority Speaker ____."
MAJORITY LEADER:	*(Lays out agenda, beginning with any resolutions, and the order of the bills determined during majority caucus, read twice)*	"Let me begin by outlining our scheduling for the day…"
SPEAKER:	*(Addressing the Clerk)*	"Clerk will read the resolution."
SPEAKER:	*(After each resolution, take a vote)*	All in favor of Resolution ____ say "__'AYE' " all opposed say " 'NAY.'"
SPEAKER:	*(After all resolutions have been voted on.)*	"This resolution is passed/defeated."

Script for the Introduction of Special Guests

The introduction of any guests of members who are in the chamber. These are usually passed up in advance, so the Speaker knows whom to recognize. For introductions only, the Speaker will usually recognize the member without the member having to seek formal recognition. The scripts here can be altered slightly upon each introduction so that the Speaker and the introducing members aren't repeating the same things over and over.

Script for Resolutions

The Speaker usually makes a brief announcement that the House is now proceeding to the resolution calendar.

All resolutions on the resolution calendar are numbered based upon the order they appear on the calendar. The calendar number is different from the resolution number, which is assigned upon introduction.

*For this example, we will assume that bill Assembly Resolution 32: _"Memorializing the Governor of the State of New York to proclaim November Puerto Rican Heritage Month"_ is the resolution to be considered.

Here are some frames for introducing/recognizing special guests and Resolution of Bills:

Role:	Notes:	Script:
Introduction of Special Guests:		
ASSEMBLYMEMBER:	(Addressing the House to introduce Special Guest)	"At this time, it is my pleasure to introduce (**Guest's Title**) the Chair of (**Guest's Entity/Organization**) the NYS Assembly and Senate Puerto Rican/Hispanic Task Force, (**Guest's Name**) the Honorable Marcos Crespo." "Please join me in recognizing the presence of _____in our chambers. On behalf of all the delegations, thank you for witnessing this unifying moment in our lives."
Resolution Calendar of Bills:		
SPEAKER:	(Addressing House and Clerk)	"Resolution Calendar Number 1 (2,3,4, etc.). Clerk Will Read."
CLERK:	(Addressing House)	"Assembly Resolution 32, By Mr. Rivera, Memorializing the Governor of The State Of New York To Proclaim November Puerto Rican Heritage Month In The State Of New York."
SPEAKER:	(Addressing House and Clerk, specifically	On the resolution, all those in favor signify by saying 'Aye,' Those who opposed 'No.'"
ASSEMBLYMEMBERS:	(Vote on Resolution of Calendar, accordingly) (Give time for count)	"Aye/No."
SPEAKER:	(Addressing House. After announcing the result of vote, proceed to next resolution.)	"The resolution is adopted." OR "The resolution is lost."

Floor Session Procedural Overview:
This is the general outline of what takes place during Assembly Debates.

• Questioning Period —
  > Speaker facilitates posing/answering questions during this time.
  > Assemblymembers but be recognized by the speaker to pose their question to the sponsor. If they speak before being formally recognized by the Speaker, they will be called **Out of Order.***
  > To ask a question, they must say, "Will the sponsor yield a question?" The sponsor should yield to as many questions as possible.
• Debating Period —
  > Minority Leader must motion to open the floor to Debate.
  > At this point, anyone can stand and seek recognition from the speaker to engage in the debate. Debaters must follow the rules of debate:
    ☐ Students may argue in favor of / against bills during this time period.
    ☐ Students seek recognition from the Speaker and wait to be recognized.
    ☐ Students only speak once on any particular bill.
    ☐ If a student has already spoken, she/he may not speak again during the PR/HYLI Mock Legislative Assembly; until all members waiting to speak have a turn.
    ☐ Students do not interrupt or otherwise disrupt other members while they are debating.
    ☐ Students refer to other members indirectly. Use terms like: "My distinguished colleague," "The honorable member," etc.
    ☐ Students do not engage in "personalities;" i.e. make offensive personal remarks.
    ☐ Students are not allowed to curse or swear.
  > After Members' (delegates) arguments are made, the Minority Leader moves to "Call the Question" and end the debate and vote on the bill. This motion is seconded for a vote to take place.
• Voting Period —
  > After the question has been called to vote, the Speaker will announce a vote.
  > Members may vote in favor of / against a bill.
  > The votes will be counted, recorded, and announced to the House.
• Closing Session —
  > The Majority Leader moves to close the session.
  > The Speaker will respond in kind with the Majority Leader to close session.
  > If Speaker wants to end the session with a short, reflective speech, they may.

*NOTE TO SPEAKER: If a delegate does not follow protocol at any point, the delegate must be called out of order and told to sit down. Typical infractions include:
  > VERBAL: Low voice volume, Speaking out of turn, Communicating directly to another delegate instead of through speaker, etc.
  > ABUSE OF TIME: Delegate is exceeding time limit *"Assemblymember you need to wrap up your thoughts."*

Point of Order:
Whenever an action by a member breaks the Rules of the Assembly, that action is out of order. The primary job of the Speaker as presiding officer is to catch such transgressions and rule them out of order. However, the Speaker will not catch everything. If you, as a member, see a rule being broken and the Speaker has not addressed it, you may stand up without waiting for recognition and say, "Point of Order!" in a loud, clear voice. The Speaker will ask you to explain your point of order, at which point she/he will rule on your objection.

Appeal a Decision of the Chair:

Whenever the Speaker rules against you, either on her/his own or as a result of a point of order, you have the ability to appeal her/his decision by asking the entire House to vote on it. Note that you cannot appeal if the Rules or the Constitution state something clearly. You can only appeal whenever the Speaker makes a judgment call with which you disagree. As an example, let's say the Speaker called you out of order for engaging in personalities.

Role:	Notes:	Script:
Appeal a Decision of the Chair:		
ASSEMBLYMEMBER SMITH:	(Addressing the Speaker)	"Mr./Madam Speaker, I appeal from the ruling of the chair."
SPEAKER:	(Addressing the Assemblymember)	"Mr. Smith appeals from the ruling of the chair. Please proceed with your explanation.
ASSEMBLYMEMBER SMITH:	(Mr. Smith explains why he does not believe he was engaging in personalities.)	"Thank you, Mr./Madam Speaker. I appeal this ruling because…"
SPEAKER:	(Addressing the House) (Pause to give time for vote.)	"The question before the House is: Shall the ruling of the chair stand as the judgment of the House? Those voting yes vote to sustain the ruling of the chair, say 'Aye.' Those voting no vote to override the ruling of the chair, say 'No.'" "Record the vote."
ASSEMBLYMEMBERS:	(Vote on the Appeal, accordingly) (Give time for count.)	"Aye/No."
SPEAKER:	(Addressing House) (If no one says anything, proceed.)	"Are there any other votes?" "Announce the results."
CLERK:	(Announces results to House." See example here – Ayes hold majority.)	"Ayes 107, Noes 43"
SPEAKER:		"The ruling of the chair is sustained." OR "The ruling of the chair is overridden."

Floor Debate Script:

Person	Notes:	Script:
Introduction of Bill from the Calendar of Bills:		
SPEAKER:	*(Introduces which bill is about to be presented/debated.)*	"Bill No. _____, clerk will read".
CLERK:	*(Reads summary of the bill)*	"Assembly Bill No.___, by Assemblymember ___,"
SPEAKER:	*(Ask the sponsor of the bill to rise)*	"Will the Sponsor please rise?"
SPONSOR OF THE BILL	*(Sponsor reads justification and/or any brief comments)*	"…Thank you, Speaker of the House,"
Questioning:		
SPEAKER	*(Opens the bill for questioning)*	"I will now open the floor for questions to the Sponsor".
SPEAKER:	*(Addressing Assemblymember(s) by name)*	Assemblymember X you may address the sponsor.
ASSEMBLYMEMBER:	*(Student Delegate will rise and ask)*	"Will the sponsor yield to a question?"
SPONSOR:	*(Sponsor should yield to as many questions as possible)*	"Thank you, Speaker of the House. I will/will not yield to a question."
SPEAKER:	*(Addressing Assemblymember again)*	"Assemblymember X you may pose your question/the sponsor will not yield to a question."
ASSEMBLYMEMBER:	*(Student Delegate may now ask question)*	"Thank you, Mr./Madam Speaker. My question is…"
MINORITY LEADER:	*(Vote taken on opening debate).*	"I move we close the questioning period and open the floor to debate."
SPEAKER:	*(After motion has been seconded)*	"A motion has been made and seconded to close the questioning period."
	(Vote taken on opening debate. If someone calls 'division' then have the clerk count the vote). *(Give time for the count)*	"Clerk, record the vote." "Clerk, announce the vote."

Floor Debate Script:

Debate:		
SPEAKER:	*(Depending on vote, open the floor for debate)*	"The floor is now open for debate".
ASSEMBLYMEMBER:	*(The Speaker's assistant(s) will now help to create an order of Assemblymembers to be called upon to share their debate arguments for/against this bill. Every effort shall be made to call on each willing participant, within the time constraints. Students should keep their arguments under 3 minutes.)*	"Thank you, Mr./Madam Speaker. My name is __, representing Assemblymember X, from the X Delegation. I stand in favor of/against this bill because…"
MINORITY LEADER:	*(When time is up, or if no one else makes the motion)*	"I move to call the question."
SPEAKER:	*(After motion has been seconded)*	"A motion has been made and seconded to close the end the debate. All those in favor say '*Aye*' all those opposed '*Nay*.'"
SPEAKER:	*(If assembly is in favor of ending debate, state)* *(If division is called, have the clerk record votes and announce the vote to end debate.)*	"The floor is now closed to debate on Bill # __. " "Clerk, read the last section."
CLERK:	*(Addressing House)*	"This act will take effect on _____."
Vote:		
SPEAKER:	*(If division is not called, state)*	"All in favor of Bill No.____" say '*Aye*'. All those opposed say '*Nay*'."
ASSEMBLYMEMBERS:	*(Vote on Bill, accordingly)* *(Give time for count)*	"Aye/Nay"
SPEAKER:	*(If division is not called, state)*	"The '*Ayes*'/'*Nays*' have it. This bill has been passed/defeated!" (BANG GAVEL 1X.)
	(If division is called, state)	"Clerk, record the vote." "Clerk, announce the results". The '*Ayes*'/'*Nays*' have it. The bill has been passed/defeated!" (BANG GAVEL 1X.)
Closing Session:		
SPEAKER:	*(Call on the Majority Leader to close the session.)*	"Majority Leader _____".
MAJORITY LEADER:	*(Addressing the Speaker and House)*	"I move the ____ Annual Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute Mock Legislative Assembly be adjourned until next convened."
SPEAKER:		On the Majority Leader's motion, the House stands adjourned." (BANG GAVEL 3X).
***NOTE:**	*(Delegates serving as speaker may close the session with a short reflective speech.)*	

ADDITIONAL INFORMATION

Ending Debate: Sometimes, debate is no longer productive. If the Speaker of the House finds that the same points are being raised over and over again during the debate, she/he can move to close debate with a motion "for the previous question." Please note it is considered improper to engage in debate on the bill yourself and then move the previous question, as it allows you to try to get the last word in and then cut off debate for everyone else, so no one can make a rebuttal of your speech.

To move the previous question, rise, and get recognition from the Speaker, then proceed as follows:

Ending Debate:		
ASSEMBLYMEMBER:	*(Addressing the Speaker)*	"Mr./Madam Speaker, I move the previous question."
SPEAKER:	*(Addressing the House)*	"Shall the main question now be put? Record the vote."
	(The Speaker will pause here to give ample time for everyone to vote.) *(If no one says anything, proceed.)*	Are there any other votes? Announce the results.
CLERK:	*(See example result)*	Ayes 107, Noes 43
SPEAKER:	*(If majority of the House agrees, the Speaker will now put the bill up for vote as normal)* **- OR -**	"The previous question is ordered."
	(If they majority did not agree, the debate then continues as before)	"The previous question is lost."

Module # 8 Analysis & Study of Bills

OBJECTIVES:
- Students will examine the list of bills chosen for debate during the Angelo Del Toro Puerto Rican / Hispanic Youth Leadership Institute Mock Legislative Assembly session in Albany.
- Students will demonstrate an understanding of the diverse views that surround each of the bills chosen.
- Students will discuss assumptions of the author(s) of bills, based on party affiliation and personal background.
- Students will conduct research and consider the purpose, implications, consequences, accuracy, relevance, and fairness of the bill.
- Students will evaluate the significance and accuracy of the information found in the research.
- Students will craft a well-thought-out and logically persuasive statement that conveys their views.

PROJECTED ITINERARY:
- This module should be scheduled for the second training session and be used throughout the remainder of the sessions. The facilitator/trainer should distribute the full text for each bill and the link to the Assembly's Bill page for additional information. (The availability of this information will vary depending on the delegation's training dates).

BEST PRACTICES FROM DELEGATIONS:
- <u>Teams:</u> Students form small group teams (dependent on delegation size the number of bills to debate).
  - > Each group will be named referencing the bill assigned to them for instance, Team A10277.
  - > The facilitator/ trainer distributes a copy of the bill and one article that provides arguments for and against the bill to each group.
- <u>Research:</u> The facilitator/trainer delivers the following instructions to all students:
  - > Knowledge: "It is the responsibility of each team to become an expert on the bill assigned to the team and create a brief presentation for the rest of the participants. The team will do a close reading of the bill, using the guiding questions provided.
  - > Purpose: Once the purpose of the bill has been clarified and understood, the team will read the articles, looking for arguments for and against the bill and evaluate each argument based on the claims, reasoning, and evidence presented.
  - > Resources: Teams will seek out additional articles to corroborate or clarify conflicting information. The team will list resources and follow up on the development of questions, positions, and the views of the Assembly Member each delegate in the team represents. Team members will investigate the issues in depth, using the list of resources generated by the group."

- <u>Presentation:</u> Once the students have been given the time to prepare and create their summary presentations, each team should have ten minutes to hand out their bill. The facilitator/trainer should distribute enough copies for each team to give one to every student. Each team will present to the rest of the trainees their research and findings as experts on their particular bill. The students should be encouraged to take notes as each team presents. Repeat process until all teams have presented. To conclude this activity, take a moment to celebrate the success of the teams by reflecting on their hard work. Remind students that they still need to review each bill before the debate. They may wish to set up the same study group process done in the teams with respect to the other bills.

- <u>Sponsor:</u> One student from each team should act as the Bill Sponsor. The sponsor of the bill has the special role of introducing the bill and presenting the rationale in favor of the bill. It is the bill sponsor's responsibility to present the bill to the assembly, highlighting the importance of the bill and the justification for its passage.

Guiding Questions based on the Elements of Critical Thinking and Intellectual Standards (Foundation for Critical Thinking)

Questions for Analyzing the Bill
Question at Issue:
- What important questions are embedded in the issue?
- What is the question the bill is trying to answer?

Point of View:
- What is the party affiliation of the bill and sponsor?
- What part of the issue is at the focus of this party's attention? (12.G7)
- Does the party affiliation limit the sponsor's view?
- Are there other points of view that need to be considered and addressed in promoting this bill?

Assumptions:
- What assumptions need to be acknowledged in presenting this bill?

Purpose, Goal, and Objective:
- What is the purpose of this bill?
- Has the author made the purpose clear?
- How does this bill suggest achieving that purpose?

Questions for Comprehending Articles For and Against the Bill
Information, Data facts, Observations, and Experiences (based on articles pro and con):
- What data, information, or experiences support this bill?
- What data, information, or experiences lead to its opposition?
- How can we verify conflicting data from different sources?

Questions for Preparing the Persuasive Statement
Interpretation, Inference, Conclusions, and Solutions:
- Have we clearly articulated how data, information, and experiences led us to support this bill?
- Have we considered the implications and consequences of the bill?
- What is the cost to taxpayers?
- What unintended consequence(s) need to be considered?
- Are the costs and unintended consequence(s) significant in light of the situation?
- If they are significant, can we explain how they are outweighed by other considerations?

Notes

New York State Learning Standards: The third training session addresses New York State Next Generation English Language Arts Learning Standards, as well as practices of conceptual understandings found in the New York State K-12 Social Studies Framework, including but not limited to:

Reading Literature Standards:

11-12R1:   Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)

11-12R9:   Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)

Reading History Standards:

11-12RH1:   Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole

11-12RH7:   Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

11-12RH9:   Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources

Writing:

11-12W4:   Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain connections between the original and the created work.

11-12W5:   Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 11/12 Reading standards to both literary and informational text, where applicable.

11-12W6:   Conduct research through self generated question, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation

Writing in History, Science and Technology:

11-12WHST2:   Write explanatory and analytical text focused on discipline-specific content and which uses strategies for conveying information like those used in the respective discipline.

     a. Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.

     b. Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.

     c. Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

     d. Use precise language, content-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

     e. Establish, develop, and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.

Speaking and Listening Standards:

11-12SL1:   Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
  a. Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
  b. Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
  c. Pose and respond to questions that probe reasoning and evidence; address a full range of positions; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
  d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

11-12SL4:   Present claims, findings, and supporting evidence, conveying a clear and distinct perspective; alternative or opposing perspectives are addressed; organization, development, substance, and style are appropriate to task, purpose, and audience.

11-12SL5:   Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.

11-12SL6:   Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

New York State K-12 Social Studies Framework
Social Studies Practices

A. Gathering, Using, and Interpreting Evidence:
  • Make inferences and draw conclusions from evidence

F. Civic Participation:
  • Demonstrate respect for the rights of others in discussions and in the classroom; respectfully disagree with other viewpoints and provide evidence for a counterargument.
  • Participate in activities that focus on a classroom, school, community, state, or national issue or problem.
  • Identify situations in which social actions are required and determine an appropriate course of action.
  • Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.

Grade 11: United States History and Government:
11.10:
  Social and Economic Change/Domestic Issues (1945-present): Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net.
  b. Individuals, diverse groups, and organizations have sought to bring about change in American society through a variety of methods.

11.11: **The United States in a Globalizing World (1990 – present): The United States' political and economic status in the world has faced external and internal challenges related to international conflicts, economic competition, and globalization. Throughout this time period, the nation has continued to debate and define its role in the world.**

c. Globalization and advances in technology have affected the United States economy and society.

Grade 12: Participation in Government and Civics:

12.G3: **Rights, Responsibilities, and Duties of Citizenship: Active, engaged, and informed citizens are critical to the success of the United States representative democracy. United States citizens have certain rights, responsibilities, and duties; the fulfillment of which help to maintain the healthy functioning of the national, state and local communities.**

a. Citizens should be informed about rights and freedoms and committed to balancing personal liberties with a social responsibility to others.

b. The right to vote, a cornerstone of democracy, is the most direct way for citizens to participate in government. A citizen must register to vote and may register as a party member or select the status of independent.

c. Citizens have opportunities to both participate in and influence their communities and country. Citizens contribute to government processes through legal obligations such as obeying laws, paying taxes, serving on juries, and registering for selective service.

12.G5 **Public Policy: All levels of government – local, state, and federal – are involved in shaping public policy and responding to public policy issues, all of which influence our lives beyond what appears in the Constitution. Engaged citizens understand how to find, monitor, evaluate, and respond to information on public policy issues.**

a. On various issues, certain governmental branches and agencies are responsible for determining policy. Those who create public policies attempt to balance regional and national needs, existing political positions and loyalties, and sources of political power.

b. Successful implementation of government policy often requires cooperation between many levels of government, as well as the cooperation of other public and private institutions. Conflicts between different levels of government sometimes emerge due to different goals, ideas, and resources regarding the creation and implementation of policy.

c. Active and engaged citizens must be effective media consumers in order to be able to find, monitor, and evaluate information on political issues. The media have different venues, which have particular strengths and serve distinct and shared purposes. Knowing how to critically evaluate a media source is fundamental to being an informed citizen.

Sample Agenda

I. **Welcome / Introduction of Guests / Administrative Information Distributed**

II. **Teambuilding Activity**

III. **Review of Last Session:**
- General Activities
- Parliamentary Procedures / Bills (Pros and Cons)
- Homework

IV. **Guest Speaker: A Call for Hispanic Leadership**

V. **Culture Workshop**

VI. **Two Brief Student Presentations:**
- New York State Constitution
- Branches of State Government

VII. **Let's Debate:**
- Mock Legislative Assembly Debate using adapted parliamentary procedures with Part Two of the bills
- Analysis of Part Two of the bills with a Q&A Session
- General overview of each bill by groups

VIII. **Identifying Community Issues Workshop**
- Decide on a Group Community Issues Project related to identified community issues
- Timeline and Tasks

IX. **What Makes a Winning Angelo Del Toro PR/HYLI Scholarship Essay?**
- Brainstorm scholarship topics and review the Scholarship Essay Rubric
- Assign senior students to edit drafts at remaining PR/HYLI sessions

X. **Review Materials and Homework:**
- Study adapted parliamentary procedures and practice public speaking
- Work on Group Community Issues Project

XI. **Debrief: A Formal Debriefing/Reflection on the Day's Events**

Module # 9: Culture

OBJECTIVES:
- Students will explore Hispanic culture and the rich diversity among those who consider themselves to be Hispanic in America.
- Students will explore the implications of pop-culture and media of all kinds in developing cultural and self-identity.

PROJECTED ITINERARY:
- This module should be scheduled for the third session or earlier if possible.

BEST PRACTICES FROM DELEGATIONS:

Culture:
- Many links are provided here to address the concept of culture. The facilitator/ trainer may adapt these activities to their philosophy, as well as the group's size and needs of the students.

Media:
- Have students consider how the media plays a role in identity and culture of Hispanic groups. What social media do you consume? That is, radio, print, music, TV, clothing, movies, etc.? And what influence - if any - does that media have on your cultural identity?
- Students should find examples of how different groups are portrayed in the media and create a "collage" of these images/video clips for other students to view.
- Students read articles about the role of media in their lives.
- Students discuss how to ensure a more accurate or objective portrayal of different groups. The facilitator/trainer may guide students in using questions, based on the Elements of Thought, to analyze the portrayal of the groups they have selected in the media.
- Have students sit with their partner(s) and name a group that they identify with strongly. The students will identify five characteristics of the group that they feel define the group. Students will also reflect on three things that they are very proud of about their group, as well as two things that they would like to work on changing and why.
- Students come back to the large group and share their reflections voluntarily, highlighting what they are proud of and what they would change about their groups, as well as any other thoughts related to the topic of cultural identity.
- The facilitator/trainer may conclude this session by inviting the students to continue their reflection with the following debriefing questions:
- How do others view our culture? (Encourage students to refer to personal experiences and media.)
    > How have images and comments in the media affected you?
    > What can we do to counter this misunderstanding or lack of information?
        ☐ What have you done in the past to promote better understanding?
        ☐ How well did this work for you?
        ☐ What can we learn from this?

Personal Identity:
- Use the "I Am" poem to help guide students through their own journey of self-discovery. Emphasize the fact that we did not all have the same – or even similar – upbringings. And our personal experiences are what has made us who we are today. The fact that our we are different is what helps us to grow.

CULTURE

1. **"Hispanic" is Not a Monolithic Identity: Discussions on race and what it means to be Hispanic. Afterwards, show the following videos to continue discussion about similarities and differences.**
   • "What Do Latinos Look Like?" https://youtu.be/FyK77GPO2O8
   • "Somos" Smithsonian American Latino Exhibition https://latino.si.edu/exhibitions/presente/somos-theater-6-16

   Debrief the video(s) using the following questions:
   • What message does this video convey?
   • What binds us all together (culture, language, values, experiences, etc.)?

Facilitators may use video(s) as a model for the delegation's video of PR/HYLI students.

1. **Role Models: Acknowledging the contributions of Hispanics: Ask students if they know any famous Hispanics. Who are they? What have they done for society? Why are they important? Teach them about others that you feel are important for them to be aware of.**

Facilitators may choose to do a card activity afterwards to get students up and talking, while continuing to learn about their heritage.
   • The facilitator/trainer uses a set of index cards with the names of Hispanics who have contributed to different aspects of society. (Note: Cards should be updated the cards each year with relevant Hispanics.)
   • Attach each card to the back of a student and tell the student the name of the person he represents.
   • Have students take turns asking each other YES or NO questions, to see if they can guess the name on each student's back. Ask students to research people they didn't know before the next training session. Students should be prepared to share what they have learned with the larger group.

Some examples may include:
   • **Dolores Huerta,** Mexican Civil Right Activist and labor leader who co-founded what would become the United Farm Workers. https://youtu.be/cxX89_ZpP2w

   • **Soledad O'Brien,** Irish & Afro-Cuban descent Broadcast Journalist on CNN https://youtu.be/Z8hriacke1o

   • **Sofia Veragara,** Colombian. Actress (Modern Family). https://www.britannica.com/biography/Sofia-Vergara

   • **Mario Vargas Llosa,** Peruvian 2010 Nobel Prize laureate in Literature.
     https://www.nobelprize.org/prizes/literature/2010/vargas_llosa/biographical/

   • **Mario Molina, Mexican.** 1995 Nobel Prize for Chemistry.
     https://www.nobelprize.org/prizes/chemistry/1995/molina/biographical/

   • **Oscar del la Renta,** Dominican. Fashion designer.
     https://bi.org/en/famous/oscar-de-la-renta
     https://youtu.be/E_9Q3659K8k

   • **Marco Rubio,** Cuban–American. Republican Presidential Candidate (2016), (Republican leader, who gave the official Republican response to President Obama's State of the Union address on Feb. 12, 2013.)
     https://www.rubio.senate.gov/2021/07/15/rubio-introduces-resolution-in-support-of-the-cuban-people/

   • **Tito Puente,** Born in NYC (Puerto Rican parents). Congo drum player for the band, Mambo Kings
     https://www.si.edu/spotlight/latin-music-legends-stamps/tito-puente
     https://www.youtube.com/watch?v=GLH90w8HZ2g

- **Gonzalo and Felicitas Mendez,** Mexican. Civil Right Activists (Mendez, et al v. Westminster [sic] School District of Orange County, et al). This 1946 case challenged the racial segregation that was occurring in Orange County, Calif., schools against Mexicans and Mexican-Americans. This landmark litigation was instrumental in repealing many of the segregationist provisions in California law, but it is not presented at all in the canon of civil rights milestones. https://americanhistory.si.edu/brown/history/2-battleground/pursuit-equality-2.html

IDENTITY:

3. Immigration/Migration: *"There is no single Hispanic Immigration Story"*
Have students think about this quote and identify what it means to them. Open a sensitive, supportive discussion about students' views on immigration.

Facilitators may direct students to the Smithsonian National Museum of the American Latino to aid this discussion. You may wish to pose the following questions:
- Do you know someone who has recently immigrated to the US? What were the reasons for this move? *(Note: The facilitator may wish to create a student-generated timeline of events during this portion of the discussion.)*
- What was the reception of the community to which they migrated? Were they treated well or poorly by others?
- Does language-ability have any impact on the reception of others regarding immigration?
- What is your point of view on this topic?

Supplemental Interactive Maps: https://depts.washington.edu/moving1/map_latinx_migration.shtml
Supplemental Maps: https://www.migrationpolicy.org/programs/data-hub/maps-foreign-born-united-states
Smithsonian National Museum of the American Latino: https://latino.si.edu/exhibitions/presente/immigration-stories

4. Identity through Art: **Provide a variety of works to students (videos, poems, rap, etc.) and allow students to choose the genre, style, form, etc. to create their "I Am" works.**

"I am" poem – Share *"I am"* poem from Alma Flor Ada and F. Isabel Campoy

Below are some debriefing questions that have been designed to meet the objectives of this module:
- How does the text reveal information about the author's culture?
- How does the author's culture define who they are?
- What is the author's message about identity?
- How does the author's message impact your understanding of identifying with one's culture?
- The facilitator/trainer may share a poem about themselves and have students point out what they know about them.
    > Engage students in writing a few lines of their own.
    > Ask them to volunteer a line and then write a collaborative poem.
    > Give students additional time to complete their own "I am" poems and ask volunteers to share.

It may also be prudent to discuss here the importance of Intersectionality – the idea that a person is never "only one" thing. We are all a conglomerate of the many facets and many experiences that we have had. Intersectionality can reflect a variety of items, including race, sex, gender, language, (dis)abilities, socioeconomic status, lived experiences, culture, etc.

I Am
Written By: Alma Ada and F. Isable Campoy

I come from a street that leads
to the desert,
And from a house with
balconies facing the sea.
I come from clothes drying
under the sun,
and the smell of soap, of
Mondays, of work.
I come from Maria and Diego,
peasants and poets,
laborers of love.
I come from jumping rope and playing marbles,
molding mud into cups and saucers,
building castles in the sand.
I come from rice and fried chicken,
watermelon, tortillas y pan.
I come from "Be the best that
you can be",
From "Be Proud of your
origins" and from
"Never give up!"
I come from poverty and hard work,
I come from honor and pride.
I come from a place
In the heart of my family
That always dreamt
The dream of life,
I come from the faith in justice, In love,
In peace.

Supplemental Videos/Resources: https://www.intersectionaljustice.org/what-is-intersectionality

"Self-Aware": https://www.youtube.com/watch?v=3LiwIPbieOY
Lecrae-Identity Ft. Da T.R.U.T.H and J.R with Lyrics -

Identity Rap- YouTube
https://www.youtube.com/watch?v=mNxaJC1WYiIhttps://www.you-tube.com/watch?v=mNxaJC1WYiI

(For more examples see "Ten Spoken Words Poets Who Speak to Latino Experiences." http://www.huffingtonpost.com/entry/spoken-word-poets-who-speak-to-diverse-latino-ex-periences_us_560ee95ee4b0768127020f40)

For a full workshop given by F. Isabel Campoy, see:
http://authorsintheclassroom.com/the-workshop / (Author's workshop 3.43 min)

For additional resources on Hispanic identity see following website:
https://www.pewresearch.org/hispanic/2012/05/30/a-conversation-about-identity-tell-us-your-story/

Bilingual/Bilingüe – Alma Flor Ada https://youtu.be/WZZTLRlDFso

5. Read the following articles:
  • "What Does It Mean to be Hispanic" by Ariana Diaz and Jesus Hernandez Cuellar
  • "Hispanic Heritage Month: No Right Answer, Just a Personal Meeting" by Melissa Rentería
  • New 'Latino' and 'Middle Eastern or North African' checkboxes proposed for U.S. forms https://www.npr.org/2023/01/26/1151608403/mena-race-categories-us-census-middle-eastern-latino-hispanic#:~:text=A%20new%20checkbox%20for%20%22Middle,was%20made%20available%20on%20Jan.

A. The facilitator/trainer reviews the criteria for text-based discussions:
  • Stay focused on guiding questions and topics relevant to the text;
  • Reference the text specifically to discuss/support ideas;
  • Encourage the examination of full range of positions on a topic/issue;
  • Seek to understand and respond thoughtfully to other perspectives and cultures;
  • Pose/respond to questions that probe reasoning and evidence;
  • Build on others' ideas;
  • Clarify, verify, or challenge ideas and conclusions;
  • Agree/disagree respectfully;
  • Resolve contradictions whenever possible;
  • Synthesize comments, claims, and evidence made on all sides of an issue; and
  • Help everyone participate.

B. Discuss the text using one or more of the guiding questions:
  • What did you learn from this article?
  • What are the authors' views on what does it mean to be Hispanic?
  • What specific details did the authors use to explain and develop their thinking about what it means to be Hispanic?
  • What does it mean to "you" to be Hispanic?

What Does It Mean to be Hispanic?

POSTED: WEDNESDAY, JANUARY 23, 2013 12:42 P.M.
By Ariana Diaz, The Southeast Sun Staff Writer

I have never been confused about my race, until the other day.

I went to a health clinic and was asked to fill out some basic paperwork.

One of the questions on the application was my race. I wrote down Hispanic.

The nurse typing up my paperwork in the computer system asked me my race again. Naturally, I responded Hispanic.

She then reads me a list of options: Black, White, American Indian, Asian or Other Pacific Islander.

I gave her a stupid look because I understood the question the first time, and my answer would still be Hispanic. So with an attitude I responded, "None of the above."

She then proceeded to tell me that Hispanic is not a race, but it is an ethnicity, and I had to choose one of the options provided.

I felt insulted but was also really confused.

I'm Puerto Rican. Both of my parents were born and raised in Puerto Rico. We speak Spanish and are Hispanic or Latino. I have never known any other answer.

So how do I answer that question?

I responded, "Other Pacific Islander?"

I left the clinic and became determined to find out answers. My first question was, "What is considered race?"

Race is the division of humans based on physical characteristics or traits. However, Hispanics' complexions can be black, white or, like my Dad would say, "peach."

I would definitely be considered a peach.

OK, Hispanic is not a race so the next question would then be, "What is Hispanic?"

Hispanic or Latino American refers to people with origins from Latin America and the Iberian Peninsula, such as Portugal and Spain. Hispanics were once colonized by the Spaniards and therefore speak Spanish.

Spanish-speaking countries are: Spain, Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica, Panama, Cuba, Dominican Republic, Puerto Rico, Mexico, Venezuela, Colombia, Ecuador, Peru, Bolivia, Uruguay, Paraguay, Chile and Argentina.

That's a lot of countries to NOT be considered a race if you ask me.

But the problem lies in the fact that these countries have many different ancestors and origins among several continents. (For example: The Mayan civilization once lived in Central America, Belize, Guatemala, El Salvador, Honduras and southern Mexico.)

Thus, Hispanics can be of any race, any ancestry and any country of origin. Hispanic or Latino American is not a race, but rather an ethnicity because what all of these countries have in common, is simply culture.

The notion that Hispanic is not a race has become more and more evident, and it has left a lot of Hispanics like myself confused about how to answer the question of race. But we're not the only ones.

Multiracial people have also been confused, which has led the U.S. Census Bureau to figure out a solution.

The answer — simply fill in the blank under "some other race."

According to a 2011 U.S. Census Bureau report, people of Hispanic or Latino origin make up 16.7 percent of the U.S. population — the largest of all minority groups in the U.S. — except Hispanic or Latino American is not among the races to choose from.

According to another report by the Pew Research Hispanic Center, 54 percent of Hispanics identify as white, 1.5 percent identify as black and 40 percent do not identify with any race at all.

Sounds to me like there's a lot of confusion there.

So I propose the U.S. Census Bureau reconsider the category of race and consider ethnicity, or at least provide the option of multiracial.

But for now, I'm just going to go with — peach.

http://havanajournal.com/cuban_americans/entry/what_does_it_mean_to_be_hispanic/
HavanaJournal.com: Cuban Americans

What Does It Mean to be Hispanic?

POSTED: DECEMBER 3, 2005 BY PUBLISHER IN CUBAN AMERICANS.

By Jesus Hernandez Cuellar, Contacto Magazine

When in 1984 I began working with U.S. Hispanics, I was not such a creature yet. To the best of my knowledge, I was simply a Cuban at that time. A friend of mine who had recently arrived from Mexico, felt the same. She saw herself as a Mexican.

Going deeply into the heart of the community as a journalist, making new friends from Mexico, El Salvador, Guatemala, Costa Rica, Colombia, Peru, Spain and other countries, I eventually became a member of this largest minority group in the United States. But over 20 years later, I still ask myself what a Hispanic or a Latino is. Is the Hispanic community a nationality? Is it a religious group? Is it a racial or ethnic group? Or as the romantic ones say, is it a sentiment?

If you are a professional trying to marketing something to Hispanics/Latinos, answers to these questions would pay off because there are over 38.5 million Hispanics/Latinos in the United States with a purchasing power of more than $520 billion a year. Almost 14 million U.S. Hispanics are on the Internet, a cyberpopulation that outpaces those of Mexico, Spain, Argentina and Colombia.

Obviously the Hispanic community is not a national group as it is made up by people from 20 nationalities. It is not a racial group since you can find White Hispanics, Black Hispanics, Asian Hispanics, and Indian Hispanics. Although they are mostly Catholics, they are not a religious group. You can also find other Christian Hispanics who are not Catholics, as well as Jewish Hispanics, Muslim Hispanics, Hispanics with African religious roots as Yorubas and Lucumies, and Hispanics practicing indigenous rituals as Mayans and Aztecas.

Of course, you have probably met Chicanos, New York Ricans, Cuban Americans or many other Hispanics born in the United States whose understanding of Latin roots may be different from Hispanics who immigrate to America. Do not take a Mexican American for a Mexican, because they are not alike. Stop thinking of a New York Rican as if he or she were a Puerto Rican.

If you are not a Hispanic and this is confusing to you, you are not alone. In the early 80s a Los Angeles newspaper printed a story on U.S. Congressman Edward Roybal, a Mexican American politician. The paper said Roybal was a Puerto Rican. It was so annoying because we are talking about a Spanish-language newspaper and about a story written by a Mexican journalist.

Most experts say the Hispanic community is an ethnic group. According to the World Book Dictionary the word "ethnic" means "having to do with the various racial and cultural groups of people and the characteristics, language, and customs of each…" Not enough, but pretty close to what experts say about Hispanics. The dictionary reminds that the word has Latin roots after 'ethnicus' and Greek roots after 'ethnikos,' and that 'ethnos' means nation.

However, we find that most Mexicans have nothing to do with the African roots of Caribbean nations, while most Cubans have no relation with Mayan roots from Mexico and Central America, and most South Americans have nothing to do neither with African nor Mayan roots. But you can find a Mexican loving 'salsa' music; a Cuban enjoying 'fajitas,' a delicious Mexican food; both a Mexican and a Cuban reading books by Colombian writer Gabriel Garcia Marquez; and Mexicans, Cubans, Puerto Ricans, Central and South Americans watching movies made by Academy Award winner Pedro Almodóvar, a Spanish filmmaker.

The point is that Hispanics coming from Latin America share a common language, Spanish; they share a common history as their countries were colonized for three centuries by Spain, a nation that left them a legacy of language, traditions that mixed with indigenous customs, a way to organize the society and do business, and a religion that was also a reference to understand the world. Spain also colonized Florida, Texas, New Mexico, Arizona, Colorado and California. So those U.S. states had Spanish roots even before becoming Mexican states in the early 1820s, and before becoming American states in the late 1840s.

On the other hand, Hispanics of second and third generations use English as their first language and share traditions with Anglos, African Americans and Hispanic immigrants they live with, as part of the mainstream. They didn't grow up with "Chespirito" on their TV sets but with "I Love Lucy". They don't know Latin soap opera celebrities but they are pretty aware of what Andy Garcia, Antonio Banderas and Salma Hayek are doing in Hollywood.

Two decades after sitting for the first time in a Spanish-language newsroom in Los Angeles, I prefer to believe that the U.S. Hispanic community is a cultural group made up by several ethnicities. Not racially nor ethnically but culturally homogeneous, Hispanics along with Anglos, African Americans, American Indians and Asians are building up a new mainstream across the United States. Corporate America knows it, politicians know it.

If you are non-Hispanic needing to learn how to deal with Hispanics, begin with a simple step used in 1976 by successful businesswoman Tere Zubizarreta, founder of Zubi Advertising. It was a wise slogan for her company: "Erase Stereotypes."
But if you are a Hispanic taking for granted what you think Hispanics are, do two things: first, read this article once again; secondly, "erase stereotypes."

(Hernandez Cuellar is Editor in Chief of Contacto Magazine, Contacto News Service and Contacto PR News. Since 1984, he has also been Metro Editor of Noticias del Mundo, Diario de Los Angeles and La Opinion in Los Angeles, California, contributing writer with Spain's international news agency EFE and Instructor at UCLA's Department of Journalism and Public Relations.)

Hispanic Heritage Month: No Right Answer, Just a Personal Meaning.

PUBLISHED: 7:16 A.M., THURSDAY, SEPTEMBER 10, 2009.
By Melissa Rentería, San Antonio Express-News

In celebration of the Hispanic Heritage Month, we asked local Hispanics, both in the public eye and not, as well as some celebrities Conexión has talked to in the past few months, for their opinion on what being Latino means to them. Here's some of what they had to say:

It's a big puffy quinceañera dress. It's loving sushi, but giving it up for a big bowl of menudo. It's Selena and Ritchie Valens - YES! They made it! It's realizing for the first time where barbacoa comes from and eating it anyway. It's tamales on Christmas Eve. It's speaking only English or only Spanish but most of the time it's just speaking Spanglish. It's making my family proud. For me, it's being so amazingly proud of where I come from.'
—Kristina Guerrero, E! News reporter and host

Pride in knowing we persevere better than most anyone!
*—Gustavo Arrellano, Author and creator
of syndicated column "Ask A Mexican!"*

"Being Latina means I am part of a culture whose members share a language, some of us share a history, but each member offers a story only they can tell. The term Latino is so broad, but being Mexican-American, specifically, means I'm living in one culture but am still rooted in another."
*—Sylvia Carrizales, Our Lady of the
Lake University, Public Relations Officer*

"To me, being Latino means being proud to be specific about where I'm from, so it really means I'm proud to be a Chicano artist. Being Chicano these days to me means that my artwork, my comedy, comes from a certain perspective and finally reaches to Latinos of all nationalities and Americans of all backgrounds."
—Lalo Alcaraz, Nationally syndicated cartoonist and author

"When I think of what it means to be Latino the first thing that enters my mind is family, going back to the generations before us that struggled and persevered to provide the best opportunities for their loved ones to hopefully achieve the American Dream."
—Michael Druck, San Antonio-based filmmaker and producer

"We're a proud group of people whose ancestors are survivors. We are believers, who are filled with the strength and hope of those who came before for us and paved the way for our dreams."
*—Rita Moreno, Oscar-winning actress
and award-winning entertainer*

"To me, being Latino means making new friends and talking to old ones in one of our unique languages: Spanglish or Tex-Mex. Coolest thing, no translator required."
—Thomas David, Brackenridge High School math teacher

"For me, it's greatly about family. When I boil down to who I really am, it has a lot to do with west San Antonio and the family ties there. The influence of the Latino reality for me has shaped my outlook on my public service and business in the sense that it's a big part of my persona."
—Henry Cisneros, Former mayor of San Antonio

"Being a Latino means having pride, honor and respect for my family, its heritage and my culture."
—Ron Hernandez, Local hip hop producer and promoter

"It makes me feel proud of my culture and pretty much everything that we came from. The times that I really feel proud of being Hispanic American is when I'm on the road. I go through other states and they look at me like I'm a piece of art. They notice that I can enunciate and I am educated."
—Cleto Rodriguez, Stand-up comic and performer

"For me, being Latina means that I hold a unique viewpoint, a vision that includes my family history, my cultural history and my community history. I see the world with this past in mind, holding it close to my heart as I move forward."
*—Patty Ortiz, Executive Director of
the Guadalupe Cultural Arts Center*

"I'm very proud of my Mexican heritage. I'm equally proud of being Italian. I love being rooted in both and American all at once. To me, it's knowing where you come from and having that influence everything you do."
—Selena Gomez, Disney Channel, actress and singer

"More than anything it means being part of a beautiful culture that is evolving in the 21st Century. We carry within us the seed and the flower of Indigenous earth traditions coupled with the Mestizaje of all the cultures of the world, watered with the inspiration of Cosmic Destiny, all coming to Fruition in this New Age."
—Jesse Borrego, San Antonio-born actor

"Being Latino is being yourself with style, color, laughter, complexities, but being aware and having gratitude of the past struggles that your parents and grandparents went through. I can't wait until we get a Latino U.S. President."
*—Adam Rocha, Local teacher and
founder San Antonio Film Festival*

New 'Latino' and 'Middle Eastern or North African' checkboxes proposed for U.S. forms

UPDATED APRIL 7, 2023 11:06 AM ET

ARI SHAPIRO, HOST:
The Biden administration is proposing two major changes to the 2030 census. If approved, these changes could transform how Latinos and people of Middle Eastern or North African descent are counted in statistics across the U.S. NPR's Hansi Lo Wang is here to explain. Hey, Hansi.

HANSI LO WANG, BYLINE: Hey, Ari.

SHAPIRO: It seems like just yesterday we were talking about the 2020 census. What are these proposed changes for 2030?

WANG: We are talking about two new checkboxes on census forms as well as other federal surveys - one for Middle Eastern or North African and another box for Hispanic or Latino. And they would appear alongside boxes for other categories, like American Indian or Alaska Native, Asian, Black, Pacific Islander and white. And you would still be able to check off as many boxes as you identify with, but what would be new is that all of those boxes would be under a new kind of question. If you remember the 2020 form, what that looked like, there were two separate questions about race and ethnicity. These new check boxes would be under a combined question about a person's race or ethnicity.

SHAPIRO: Explain the impact of that. What kind of a difference could it make in how Latinos and people of Middle Eastern or North African descent are counted in this country?

WANG: Well, many Latinos have had a hard time answering census and federal survey questions about their race that don't include a checkbox for Hispanic or Latino. And it's because the federal government recognizes Latino as ethnicity that can be of any race. But research by the Census Bureau shows that asking about race or ethnicity in one combined question on forms - that could help Latinos more accurately report their identities.

And as for adding a Middle Eastern or North African checkbox, that's been - there's been a decades-long campaign for a checkbox like that by advocates for Arab Americans and other MENA groups because right now, the U.S. government offi-

cially categorizes people with origins in places like Lebanon, Iran and Egypt as white. And research has shown a lot of people with MENA origins in the U.S. don't see themselves as white. I talked to Maya Berry, executive director of the Arab American Institute and one of the leading advocates for a MENA checkbox, and I asked why having a checkbox on a federal survey or census form is such a big deal.

MAYA BERRY: We will, for the first time ever, be able to get to a place of understanding where our community is, better meet its needs. And we're talking about things from, you know, basic health care needs, health research on the community, English as a second language program, where our schools go in, political representation. It's extraordinary how much the decennial census and the data collected from it impacts individual lives.

SHAPIRO: OK - so clearly a lot at stake here. Hansi, are there also broader implications that could come along with these changes?

WANG: We know these proposals are all part of potential revisions to federal data standards that have not been updated since 1997. That's more than a quarter-century ago, and the way the country thinks about the social constructs that are race and ethnicity have certainly changed since then. So any approved changes to those standards could really reset the national conversation about race.

SHAPIRO: And what are the next steps for these proposals to become reality?

WANG: Right now these are, again, just early proposals from a group of career civil servants. And the White House Office of Management and Budget is asking for feedback from members of the public to send in that feedback by mid-April, they say. And a final decision on these proposals by OMB, Office of Management and Budget, is expected by summer 2024.

SHAPIRO: NPR's Hansi Lo Wang. Thanks a lot.

WANG: You're welcome, Ari.

6. The facilitator/trainer shows one or more of the following videos. "Afro-Latina" by Elizabeth Acevedo
http://www.huffingtonpost.com/entry/spoken-word-poets-who-speak-to-diverse-latino-ex- periences_us_560ee95ee4 b0768127020f40(2:37)

The facilitator/trainer debriefs the video with the following questions:
  • How did she feel about herself before coming to the US?
  • What did she do in order to feel she could call herself "American, a citizen of this nation"?
  • What does she want to remember? Why?
  • What does she tell us about her heritage?
  • What does she mean by, "Our bodies have been bridges"?

Using popcorn style brainstorming, solicit the students' thoughts to generate dicussion.

"Brief History" by Jose Soto
http://www.huffingtonpost.com/entry/spoken-word-poets- who-speak-to-diverse-latino-experiences_ us_560ee95ee4b0768127020f40

  • The facilitator/trainer debriefs the video with the following questions:
  • What experiences does he share?
  • What did he learn from these experiences?
  • What does the brown paper bag symbolize?

Using popcorn style brainstorming, solicit the students' thoughts to generate dicussion.

"Chicanismo" by Manuel Gonzalez
http://www.huffingtonpost.com/entry/spoken-word-po- ets-who-speak-to-diverse-latino-experiences_ us_560ee95ee4b0768127020f40 (2:52)

The facilitator/trainer debriefs the video with the following questions:
  • What images does he use to represent Chicanismo?
  • What did he think Chicanismo meant earlier in his life?
  • What does Chicanismo mean to him now?

Using popcorn style brainstorming, solicit the students' thoughts to generate dicussion.

Module # 10: Advocacy, Identifying Community Issues (Local to National)

OBJECTIVES:
- Students will identify, analyze, and assess problems/issues in their communities.
- Students will examine the concept of advocacy.
- Students will create their own collective definition of advocacy grounded in the Elements and Standards of Critical Thinking.
- Students will review examples of effective advocacy.
- Students will explore situations that involve self-advocacy.

PROJECTED ITINERARY:
- This module is designed to encourage students to participate in authentic advocacy. The module will provide examples and strategies that can be utilized in preparation of advocacy projects. Students should have an opportunity to examine their communities/personal life experiences and identify problematic issues.
- If a final project is developed by the delegation, it can be presented to their local representatives, at a community forum planned after the Institute, or at the PR/HYLI reunion. (A student handbook can serve as guide to the advocacy activities). The facilitator/trainer may adapt these activities to their philosophy, as well as to the group's size and needs.

BEST PRACTICES FROM DELEGATIONS:
Understanding the Concept of Advocacy:
The facilitator/trainer may utilize videos and textual examples to help students establish a common understanding of the concept of advocacy. Students work in small groups to share their definitions and clarify their thinking by questioning and discussing each other's ideas. Finally, members of each group collaborate to form one precise definition of advocacy. The Elements of Thought and Intellectual Standards of Critical Thinking can be addressed here to debrief the concept of Advocacy.

Deep Thinking Conversations: This is a good opportunity to establish quality discussions during the trainings. Ask students to write their thoughts before sharing. The facilitator/trainer should give time for students to process ideas/language and prepare their thoughts before sharing with the group. As each student shares a new idea, the group might ask, "Does our statement of advocacy, contradict, add, or support what has already been shared by other students?" The facilitator/trainer should encourage students to utilize *Elements and Standards of Critical Thinking*.

Strategies may include:
- *Could you elaborate further on that?*
- *What do you mean by…?*
- *Can you give an example of…?*

Public Speaking Strategies:
- One Mic Rule: In order to ensure that students listen to each other, and only one student speaks at a time, the facilitator/trainer may pass around an object for students to hold when addressing the group. This will mimic microphone(s) that will be used during PRHYLI Weekend.
- Penny For Your Thoughts: The facilitator/trainer may choose to give each student a few coins each before discussions. In order to speak to their small groups, or entire delegation, students must first place a coin in the center of the table each time they speak. When they are out of coins, they may no longer contribute to the conversation. This discourages any student from dominating the discussion and allows the facilitator/trainer to circulate the room and do a quick visual check on the participation of all students in each group.

Understanding Strategies of Effective Advocates:
Short video clips can assist the facilitator/trainer in helping students to think about effective strategies to be used in their own advocacy efforts. First, the facilitator/trainer may show the video on "Effective Strategies" and then ask students to record what they learned from each speaker. Second, the facilitator/trainer may present an example of an advocate's journey and ask students to identify the problem, solution, type of advocacy activity and strategies that made the program successful.

Video Links – Effective Strategies:
"Positive, Prepared, Passionate, Persistent": https://www.youtube.com/watch?v=Ccr8WLFNkjw
"Power of Advocacy": https://www.youtube.com/watch?v=YWHrtnY_zns
   • Facilitators may like to draw a comparison between recent political issues, such as the misnomer "Defund" vs better named *"Retrain"* the Police" campaigns – Which of these terms appears more positive? Which is more likely to generate public support? Why?
   • Have students brainstorm ideas on how to get they could begin to use the Power of Advocacy in their own lives.

Understanding Self-Advocacy:
The facilitator/trainer introduces the concept of self-advocacy by asking students to think of specific situations (present/ future) when they might need to advocate for themselves. The facilitator/ trainer may encourage students by asking them to articulate their purpose, rights/responsibilities involved as well as people and resources that can support their self-advocacy effort.

Selecting an Issue for Your Project
Use this Ranking the Issues Card to help groups discuss and identify issues that are important to them.
Students might begin to share stories that show the impact of how an issue affects them individually or as a group.

Ranking the Issues & Analyzing the Bills Issues Affecting Our Community
These are issues identified by students during the "Name the Issues" activity. Follow up by having the students rank
the issues in each of the categories by order of importance. Instructions: Think about your community and rank from
one to five where one is the most important through five, least important. Depending on the number of students, do a
second ranking of one to three.

HEALTH:
_____ Teen pregnancy
_____ Poor/Lack of medical care
_____ Body image/Low self esteem/Obesity
_____ Abortion
_____ STD's/HIV
_____ No health insurance
_____ What is in the new Health Care Law
_____ Other(s)
EDUCATION:
_____ Overcrowded schools
_____ Lack of bilingual programs/guidance counselors
_____ Military recruitment of Latino and Black Students
_____ High Latino drop-out
_____ Budget Cuts/Decrease in school funding
_____ Peer pressure
_____ Lack of passage of the Dream Act
_____ Truancy
_____ Corrupted school officers
_____ Decrease in school supplies
_____ Language barriers
_____ School hours
_____ Teachers' lack of interest in students
_____ Other(s)
LEGAL / RIGHTS
_____ Abuse of immigrant workers
_____ Police brutality
_____ Weapons
_____ Racial profiling and lack of knowledge of legal or civil rights
_____ Undocumented immigrants
_____ Other(s)

COMMUNITY
_____ Ghetto neighborhoods (neglect)
_____ Sanitation/garbage/pollution
_____ Poor housing
_____ Lack of Latino unity
_____ Not enough recreational places
_____ Drugs and Alcohol (cuts on preventions and programs)
_____ Corruption within authority
_____ Crimes/Vandalism/Rape/Pedophiles
_____ Transportation (MTA or other)
_____ Lack of community services
_____ Unemployment
_____ Other(s) _____

SOCIAL
_____ Gangs/domestic violence/child abuse
_____ Stereotypes/racism/ignorance
_____ Teen violence
_____ Poor communication between youth and parents
_____ Relationship abuse
_____ Working students
_____ Student Recreational Centers
_____ Job opportunities
_____ Ignorance/discrimination against LGBT (sexual orientations)
_____ Other(s)

The facilitator/trainer may need to give students some sample questions to get them started: *(Does the process for selecting immigrants for deportation need revision? How do current or proposed districting laws affect Hispanics? How do current lending practices affect Hispanics?)* Encourage students to consider whether one question at issue might be an umbrella for more than one story.

NOTE: If students have trouble thinking about examples, refer them to the document, *Hispanic Advocacy Groups*. They can research these issues or use them to come up with their own examples.

HISPANIC ADVOCACY – HISPANICS IN PHILANTHROPY
https://hipfunds.org/

Students may peruse these website of Hispanic Advocacy Groups to read through various issues. They can then share issues that they consider meaningful and feasible for their group. Some advocacy groups are listed below:

1. Centro Presente – https://cpresente.org/?v=ae551853b692 Centro Presente is a member-driven, statewide Latin American immigrant organization dedicated to the self-determination and self-sufficiency of the Latino immigrant community of Massachusetts. It struggles for immigrant rights and economic and social justice.
2. The Chelsea Collaborative – https://la-colaborativa.org/ Empowering Latinx immigrants to enhance the social and economic health of the community and its people; and to hold institutional decision-makers accountable to the community.
3. UnidosUS (Previously known as The National council of La Raza) https://unidosus.org/about/history/ A nonprofit, nonpartisan organization that serves as the nation's largest Hispanic civil rights and advocacy organization.

Issues that they advocate for include:
Housing and Financial Empowerment
- We believe in policies that will help Latinos achieve equity.
- Latinos have experienced disproportionate harm to both their lives and livelihoods as a result of the COVID-19 pandemic, which has worsened preexisting disparities in income and wealth.
- We build solutions to decrease income inequality, advocate for better access to affordable homeownership, and promote policies to lift more Latinos out of poverty.

Education
- We advocate for policies and programs that provide Latinos and English learners with high-quality education from early childhood through college, career and technical training, and beyond.
- To ensure all students in our country have a real opportunity to learn, grow, and thrive, we need to remove barriers that create unequal challenges for Latino students—such as low income levels and access to college-readiness programs.
- By providing support and resources tailored to specific backgrounds and experiences, we can make education work better for everyone.
- We call for investments to improve the educational achievement of Latino and English learner students and prepare them to succeed in college and beyond.
- More must be done to ensure that Latinos of all racial backgrounds, linguistic abilities, and gender identities have an opportunity for social and economic mobility.

Voting and Political Empowerment
- We strive for a vibrant democracy that lifts all voices and strengthens civil society.
- We support policies and programs that make registration and voting accessible to all Americans, particularly those long underrepresented; ensures leaders are accountable to all communities; and foster solutions-driven engagement.

Immigration
- We champion American values while fighting for policies that provide opportunity to all immigrants.
- We strive for an immigration system that values the basic dignity and human rights of all people.
- We support policies that broaden ways for people to enter the country legally; prioritize the integration of immigrants, including accessible paths to citizenship for all who are eligible; and promote nondiscriminatory border security and enforcement policies that uphold American values and traditions.

Health
- The coronavirus pandemic has shown how important it is for all people to have easy access to affordable and quality health care.
- Hispanic Americans, who are disproportionately essential workers, have been on the front lines of this pandemic since it began, helping to keep the country moving. To achieve the pandemic recovery we all want to see, we must ensure that everyone is included in it.
- To help end this pandemic, we need to get all those who are eligible immunized. This begins with making sure all in our country, including Latinos, have trusted, and verified information about the COVID-19 vaccines, and that there are no barriers for vaccines to reach all who want them. That is how we can bring hope for all in the country.

Civil Rights and Racial Equality
- Racism impacts all parts of our lives, and once we confront that and understand it, we can end it.
- We're living in a moment when more Americans are realizing what people of color experience every day: that structural racism creates barriers in all areas of life: where we live, our health, our access to good jobs, and how authorities treat us.
- But racism is so embedded into our systems that it isn't always so easy to see, and it gives Latinos a separate and unequal experience in the United States. At the same time, the Latino perspective has gone largely missing from ongoing public discussions on civil rights and racial equity.
- We believe that the hard and necessary work to undo centuries of discrimination, deep racism, and the culture of white supremacy will require reconciliation, unity, leadership, and action by all Americans.
- This includes presenting an accurate understanding of the contributions of the Hispanic community and the systemic barriers they face, as the first step to make our country's shared vision of equal opportunity for all a reality.

Additional Issues to Consider:
- Mental Health In School
- The Gap Between Rich and Poor Access to Higher Education
- Access to STEM Careers (Science, Technology, Engineering & Math

STUDENT ADVOCACY — TAKING ACTION

STEP 1: IDENTIFY AN ISSUE

Students think about advocacy efforts that they would like to pursue.

Students should feel free to modify items or to add items based on their own experiences and observations. (The following site has additional issues to consider: https://cccnewyork.org/

• Students identify actions from the list below that would be feasible for their project.

	TAKING ACTION – STEPS TO STUDENT ADVOCACY
1	**Identify** an issue that you would like to pursue.
2	**Research** the Issue - Gather Information about your issue to help guide your statement of purpose.
3	Statement of Purpose – Create a clear and concise statement to get your message out to the community.
4	**Awareness Campaign** – Engage the public to get support. This includes community members, local legislators, and media outlets.
5	**Implementation** – Develop a detailed timeline to resolve your issue.

• Each student thinks of one or more possible issues and activities for their group to consider.
• Students then share their ideas and select the ones that seem the most significant and feasible.

Story that *Clarifies the Issue*, shows how it affects individuals	Question(s) at issue	Action(s) to be taken

STEP 2: RESEARCH / GATHER INFORMATION — Students research the context of the issue:
Identify the parties whose input is needed and begin to gather data that will help analyze different points of view.

Context
   • Who is influenced by the *Question at Issue*?
   • What *Points of View* do different people or groups hold concerning the question at issue?
   • How does the *Question at Issue* link or divide different segments of the community?
   • What will it take for people to support your *Purpose* (or at least not oppose it)?

	Whose input do you need? Remember to consider anyone who might be affected by the issue and/or your proposal. Include people who might oppose you as well as those who would support your efforts.	Person or Group (Date)	How will you gather the information? Survey, interview, focus group, etc.	Form of Contact (interview, survey, social media, etc.)	What role will each member of your group play in this part of the process? Creating questions, handing out materials, setting up websites, meeting with those whose input you need, researching the issue itself, etc.
Notes / Information Gathered:					
Notes / Information Gathered:					

BACKGROUND INFORMATION: Students research the background and facts concerning the issue.
Students prepare to research by brainstorming specific questions (based on the essential questions below) that will help them get to the root of the Question at Issue. Students may reference the *Elements/Standards of the Critical Thinking Foundation*.

Students categorize their questions as factual (there is a definite answer) or opinion (the answer requires attention to different points of view).

Students break each question into sub-questions to get deeper into the question at issue.

Students identify possible sources of information for the various questions:

- Who is affected by the *Question at Issue*? How?
- What factors contribute to the problem or *Purpose*?
- What are the *Consequences* (e.g., social/economic implications) of the issue?
- What *Assumptions* create barriers (political, cultural, etc.) to addressing the issue?
- What are the resources available for addressing the *Question at Issue*?
- What *Information* is available concerning the history of the issue in this community?

Fact Questions	Possible Sources of Information

Opinion Questions	Possible Sources of Information

Students keep a log of their research. (Interpretation and Inference).

Resource (link, title, author, etc.)	Textual Evidence (include website link, book + page number, etc.)	Interpretation & Inference

STEP 3: PURPOSE – **Students create a clear and precise** *Statement of Purpose***.**
Students prepare to communicate their message effectively by grounding their position in accurate facts. Once the facts have been outlined, students write a clear and concise statement communicating their purpose as well as their specific objectives.

- **Purpose** (Will your project help to: reverse or correct a situation; meet an otherwise unmet need in the community; prevent the loss of a valued asset; and change public opinion?)
- **Specific objectives** (Does your project include specific, measurable target goals, including time limits?)
  Example: "By 2020, increase by 50% the public investment in early childhood education."

Example from the Alliance for Biking and Walking:

1. **Identify the PROBLEM that exists:**
   (A concerned parent says): "My child was nearly hit by a car on Western Highway as he was walking to school. There is no other route for students to take and this one is not safe. There are no sidewalks; the speed limit is 30mph, but cars travel much faster in the area between the post office and the fire department."

2. **Identify the SOLUTION:**
   "We need to install sidewalks and reduce the speed limit to 15 mph in the area."

3. **Identify how to IMPLEMENT the solution.**
   "The city council needs to pass legislation that lowers the speed limit and funds sidewalk installation."

4. **Put it together into a SUCCINT STATEMENT:**
   "My child can't safely walk to school because there are no sidewalks and cars travel too fast. We need to install sidewalks and reduce the speed limit to 15 mph in the area. The city council needs to pass legislation that lowers the speed limit and funds sidewalk installation."

3a. Students draft their own project message:

The problem: _____

The solution: _____

How to implement a solution: _____

A succinct statement of purpose:

Step 3b: EDIT – **Students review and revise drafts.**
After each student has written a succinct statement of purpose, use a peer review to discuss which aspects of each statement are most effective. Ask clarifying questions and to offer suggestions for improvement. The best revised statement(s) can be used by the group.

Students identify their <u>target audience</u> by determining who has the power to make the change suggested. Students prepare to nurture relationships and work collaboratively. This requires them to consider their position from multiple perspectives, unpack Assumptions/Purpose behind the different perspectives; and to determine how to use the information.

Consider:
  • Who are key players? Who has the power to make the change?
  • What people have indirect influence over your target?
  • What audiences does your target listen to when considering decisions?

Students determine how to address audiences with different perspectives of those affected.

Consider:
  1. *Points of View* – of both <u>allies</u> to your cause AND <u>opponents</u> of your cause of the proposal.
        • How will your proposal be received?
        • How should/can you prepare for different reactions from your community?

  2. *Assumptions/Purposes* – of the various groups to determine how to address them.
      What is the best way to begin this conversation?
            • Who are the allies and what they could bring to the advocacy effort?
            • How can allies be engaged (e.g., roles, responsibilities, and rewards)?
            • Who are opponents and how might they resist/oppose the effort?
            • What are the reasons for the opposition?
            • What tactics that can be used by the opposition?

Identify individuals or groups in each section	What are their major concerns?	How will you engage them or respond to them?
Target Audience (those with the power to make the change)		
Allies		
Opponents		

STEP 4: AWARENESS CAMPAIGN — Students Prepare to Engage the Public.

Students consider which medium to use in engaging the public (e.g. media, social media, petitions, letters, e-mails, and other grassroots strategies). Students determine which advocacy approaches are feasible and effective for their Purpose.

1. Present your advocacy research to the public (i.e., meet with local organizations, send flyers through community groups, post flyers, etc.)
2. Provide education and encouragement (i.e., speak to individuals or groups who are invested).
3. Conduct a direct-action campaign (i.e., write letters, lobby decision makers, conduct a public hearing, organize a boycott, electronic advocacy, etc.)
4. Use media outlets to present your plan to the public or rally support (i.e., newspapers, local radio, TV shows, etc.)
5. Use social media to present your plan to the public or to rally support (i.e., Facebook, Twitter, TikTok, etc.)
6. Students use the chart below to outline their plan and assign responsibilities:

Tactic(s) to be used	Details of the plan	Role's individuals will play

COMMUNICATE EFFECTIVELY: Using the Elements of Thought and Intellectual Standards of Critical Thinking, get ready to communicate this message for increasing awareness of your campaign in your community.
• Students brainstorm how to deliver their message and appeal to various audiences.
• Students test their message with selected members of various audiences and refine it.
• Students make sure their communication emphasizes tangible benefits and "feel good" arguments. Remember: It is always more persuasive to make an appeal from the standpoint of fulfilling a *need* rather than a *want*.

1. What is your Purpose?
• Is it feasible?
• If not, can you reshape it so that it is feasible?
• Have you stated it Clearly and Precisely?

2. What is your Point of View?
• Have you considered the Assumptions that are shaping your Point of View?
• Are these Assumptions justifiable?
• What other Points of View have you considered?
• How will you acknowledge other Points of View and distinguish them from your own?

Point of View	Strengths	Weaknesses

3. What Information/Facts will you use to support your claim or proposal?
- Have you gathered sufficient Information to support your claim(s)?
- Have you made sure that all Information used is Clear, Accurate and Relevant?

4. What Inferences and Assumptions are shaping your proposal?
- Are your inferences/conclusions based fully on what the evidence implies?
- Have you checked inferences and the consistency with each other?
- Have you identified assumptions underlying your inferences?

5. What are the Possible Implications or Consequences of your advocacy effort?
- Have you considered the negative as well as positive implications of your advocacy effort?
- Have you considered all possible consequences?
- Have you addressed possible negative consequences?
- Have you made adjustments to your plan based on the possibility of negative consequences?

EDIT AS NEEDED: Students May Draft and Revise the Presentation:
- Students may explore possible ways to communicate the message.
- Students may engage in peer review to determine which draft is most effective, using the criteria established in the rubric.
- Students use peer review to refine the selected draft.

STEP 5 – IMPLEMENTATION: Students develop an action plan for implementation of the advocacy effort.

Students fill in the chart to document what will be done, by whom, when and how.
- What will be done?
- By whom?
- By when?
- Using what resources?
- Communication: Who should know what?

What will be done?	By whom?	By when?	Using what resources?

Evaluating Criteria for Projects:

Students should use the rubric to revise their work. The criteria in the rubric, and printed below, are based on the Revised NYS Next Generation ELA Standards for persuasive discourse (grades 9-12).
- Introduce precise claim(s) and distinguish the claim(s) from alternate or opposing claims.
- Create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows and supports the argument presented.

Rubric for Persuasive Work (with explicit standards alignment)

Dimensions	Ask for Help	Good Start	Well Done	Awesome
W.1.A Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims.	I introduced the topic or presented an opinion. I am opposed to the Patriot Act. Example: *The Patriot Act was created because of terrorism.*	I introduced precise claim(s). Example: *The Patriot Act is unconstitutional because it violates our rights.*	I introduced precise claim(s), and distinguished the claim(s) from alternate or opposing claims. Example: *Although many believe that the Patriot Act is necessary to protect our national security, it has violated the First Amendment right which protects freedom of assembly.*	I introduced precise claim(s), distinguish the claim(s) from alternate or opposing claims in a way that relates to the audience. Example: *Are you willing to see hard working people deported without justification? Before we let fear of terrorists affect our judgment, we need to fully understand the possible unintended consequences of this legislation.*
W.1.A Create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. W.1.C Use words, phrases, & clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	I presented a series of statements which were loosely related.	I presented the information in a logical order, but I did not use transition words and phrases. (Nevertheless, furthermore, in addition, etc.) To show the relationships between facts and reasons or reasons and claims.	I established a clear relationship between claims, reasons and evidence. I organized my claims and counterclaims in a logical way that helps the reader to understand my perspective.	My presentation is coherent and uses organization, vocabulary and transitions to move the audience to action.

Rubric for Persuasive Work (with explicit standards alignment)

Dimensions	Ask for Help	Good Start	Well Done	Awesome
W1.B Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	• I gave general or subjective reasons to support my opinion. • I used little or no evidence from primary or secondary sources to support my reasons.	• I presented reasons to support my opinion. • I supported my reasons with accurate, relevant evidence from primary and secondary sources.	• I presented at least two perspectives; one of them opposing my own. • I used accurate, relevant evidence from a variety of sources, primary and secondary, to explain the strengths and limitations of both sides. • I presented my information in ways that enabled a given audience to understand my perspective.	• I presented a variety of perspectives, at least one of them one of them opposing my own. • I provided documentation to fully explain the strengths and limitations in all sides. • I presented my information in ways that would convince a given audience that my position is sound.
W.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	• I have a draft and now need feedback to make revisions.	• I used clear language to explain my reasons. • I cited sources inconsistently or had some errors in the citations. • I used first person. • I edited for basic grammar and usage errors.	• I used some precise language and literary techniques to convince my audience. • I maintained third person point of view. • I cited sources accurately and correctly. • I edited for correct grammar, usage and punctuation.	• I intentionally and consistently selected words, phrases, sentence structure and literary techniques to convince my audience. • I maintained third person point of view. • I cited sources accurately and correctly. • I edited for correct grammar, usage and punctuation.
W.1.E Provide a concluding statement or section that follows from and supports the argument presented.	• I restated my introduction. • I made a statement that does not represent the main point of my presentation.	• My conclusion summarizes my main points.	• My conclusion logically ties together the main points of my argument and leaves the audience with a clear understanding of my position.	• My conclusion ties together the main points of the presentation in a way that inspires the audience to think more deeply about the topic and to reconsider their own ideas.

Special Notes:
Real advocacy skills can be developed if time is allowed for this in-depth commitment to a research-based action plan. Life-long activism can be sparked, nurtured, and renewed by this relevant form of assessment of skills, both critical and analytical and encouraged by personal experiences.

Appendix

MEANINGFUL & EFFECTIVE ADVOCACY/CIVIC ENGAGEMENT

1. Contact + Advocate – Show students where to find information about their representatives. The facilitator/trainer establishes the discussion around the questions below. This could be introduced in the first session, or it can be used to introduce the Advocacy Project in Session 3.
- What is the purpose of a government?
- Why is there a balance of power?
- Who represents you?
- Where is that person?
- How can we communicate with this person?
- What are his/her positions?
- Do we have a moral/social obligation to get involved in issues of the community?
- If we are not part of the solution, are we part of the problem?
- Are we leaders if we don't get involved?
- What is our responsibility as leaders?

2. Civic Action Project – For more information about the CAP Project, refer to the following site:
https://crfcap.org/?redirect=0

Show example videos of students' Civic Action Projects
- Gun Control – https://youtu.be/oQDFNYoUSwE
- Cyber Bullying – https://youtu.be/2-lwNUcu5J8
- Rent Control + Gentrification – https://crfcap.org/1/media/video/gentrification.mp4
  https://crfcap.org/images/pdf/gentrification.pdf

3. Alumni – Have graduates of PR/HYLI share what they have done to address issues of concern or by showing examples of projects from other delegations.

4. Use Jigsaw to explore a variety of current issues within the community, state or nation that need to be addressed.
- Divide the students into small groups and then assign each group one area of concern from the list below (Economic Issues, Education, Immigration, Mental Health, etc.).
- Ask students to brainstorm issues they have observed/experienced in the assigned area. If students have difficulty, you can refer them to the list of issues already being addressed by Hispanic Advocacy Groups. At this stage, the students can use anecdotal evidence to explain why they feel their issue should be addressed.
- Have students rank the issues from most significant to least.
- Once the group has selected an issue to focus their attention on, assign them the task of researching to find facts and examples to support their arguments. Students should also look for information about what has been done so far.
- When the students return and share their research, debrief with the following questions:
  > How did you thinking change as you were researching the issue?
  > What ideas were confirmed?
  > What ideas changed?
  > What have you learned about your thinking about various issues?
- Have each group present its selected issue to the large group. As the groups present their issues, the facilitator/trainer and/or peers can give feedback on the argument itself as well as the way it is presented (Refer to tools in Appendix F).

• After all groups have presented, debrief the process by asking:
> How are the selected issues interconnected?
> How can we become agents of change?
> How can state level initiatives affect the nation?

THE ELEMENTS OF THOUGHT & INTELLECTUAL STANDARDS OF THE CRITICAL THINKING FOUNDATION (The Thinking Community, founded 2007).

The Elements of Thought
To analyze thinking, we must identify and question its elemental structures.

The Guidelines and Questions, accompanying each Element, can be used to guide thinking, discussions, research and peer review of work. These elements are taken from the Foundation of Critical Thinking, reference material from The Thinker's Guide to Analytic Thinking. Additional information can be found at: http://www.criticalthinking.org/ctmodel/logic-model1.htm#

Element	Guidelines	Questions to Consider
Point of View Point of view is literally "the place" from which you view something. It includes what you are looking at and the way you are seeing it.	• Identify your point of view. • Seek other points of view and identify their strengths as well as their weaknesses. • Strive to be fair-minded in evaluating all points of view.	• How are we looking at this situation? • Do we have a vested interest in this issue? • How could our own vested interests in the issue affect our ability to look at the research objectively? (Fairness) • Is there another point of view we should consider? (Breadth) • Who is likely to share that point of view?
Purpose Your purpose is your goal, your objective, what you are trying to accomplish. The term also includes functions, motives and intentions.	• Choose significant and realistic purposes. • State the purpose clearly. • Distinguish your purpose from related purposes. • Check periodically to be sure you are still on target.	• What is our purpose in bringing this issue to the attention of …? • Should we question, modify or refine our position? (Precision) • Have we made the purpose clear? (Clarity)
Question at Issue The question lays out the problem or issue and guides our thinking. When the question is vague our thinking will lack clarify and distinctness.	• State the question clearly and precisely. • Express the question in several ways to clarify its meaning. • Break the question into sub-questions. • Distinguish questions that have definitive answers from those that are a matter of opinion or that require multiple viewpoints.	• What is the question I'm trying to answer? Is there a better way to put this question? • What important questions are embedded in this issue?

Element	Guidelines	Questions to Consider
Information Information includes facts, data, evidence or experiences we use to figure things out. It does not necessarily imply accuracy.	• Restrict your claims to those supported by the data you have. • Search for information that opposes your position as well as the information that supports it. • Make sure that all information used is clear, accurate and relevant. • Make sure you have gathered sufficient information.	• What information do we need to answer our question? • What data are relevant to this problem? (Relevance) • Where can we find the information and data we need? • How do we know this data/information is accurate? (Accuracy) • Is this data/information relevant to our purpose? (Relevance) • Do we need to gather more information? (Depth and Precision)
Concepts Concepts are ideas, theories laws and principles or hypotheses we use in thinking to make sense of things.	• Identify key concepts and explain them clearly. • Consider alternative concepts or alternative definitions of concepts. • Make sure you are using concepts with precision.	• What idea am I using in my thinking? Is this causing problems for me or others? • Are you using this term in keeping with established usage.
Interpretation and Inference Inferences are interpretations or conclusions you come to. Inferring is what the mind does in figuring things out.	• Infer only what the evidence implies. • Check inferences for their consistency with each other. • Identify assumptions underlying your inferences.	• Is my inference logical? • Does this interpretation make sense? • Given all the facts, is this the best possible conclusion? • Is there an alternative plausible conclusion?
Assumptions Assumptions ae beliefs you take for granted. They usually operate at the subconscious or unconscious level of thought.	• Clearly identify your assumptions and determine whether they are justifiable. • Consider how your assumptions are shaping your point of view.	• What are we assuming or taking for granted? • Do we have evidence to support our assumptions? • How strong is that evidence?
Implications and Consequences Implications are claims or truths that logically follow from other claims or truths. Implications follow from thoughts. Consequences follow from actions.	• Trace the implications or consequences that follow from your reasoning. • Search for negative as well as positive implications. • Consider all possible consequences.	• What is likely to happen if our recommendations are followed? • What is likely to happen if nothing is done? • Have we fairly addressed these issues in our presentation? (Fairness)

Intellectual Standards

The Elements of Thought should be used with sensitivity to Intellectual Standards, identified by the Foundation of Critical Thinking, and found in *The Thinker's Guide to Analytic Thinking*.

Standards	Indicators that the standard has been met
Clarity:	The message is clear and does not need further elaboration.
Accuracy:	We can verify that the content is true; there are no distortions.
Precision:	Specific details help us to understand exactly what the author means.
Relevance:	The information bears directly on the question or problem and helps us to understand the issue.
Depth:	The complexities of the situation or problem have been addressed; this is not a superficial treatment.
Breadth:	Multiple viewpoints have been considered and addressed.
Logic:	The conclusions flow from the evidence; this all makes sense together.
Significance:	The author has selected an important problem and has focused on the most important facts in addressing it.
Fairness:	The author has sympathetically represented the viewpoints of others.

Module # 11: Writing a Winning Scholarship Essay for The Angelo Del Toro PR/HYLI & Beyond

OBJECTIVE:
- Students will be taught vital elements of a successful scholarship essay.
- Students will be given information about sources of funding for higher education, particularly for Hispanic students.

PROJECTED ITINERARY:
- This module should be incorporated into the training sessions early and proceed according to the due date of the scholarship essay.
- The focus for this module should be on assisting students to develop a successful scholarship essay.
- The essay should clearly address the topic and should be accompanied by a completed application. Review students' essays and assist students in understanding the rating rubric.
- Refer to General Resources Page for links to informational weblink articles and other resources.

BEST PRACTICES FROM DELEGATIONS:
Student/Group Evaluation:
- The facilitator/trainer may review winning essays from previous years and have students rate them according to the rubrics.
- Students evaluate previous years' winning essays with a show of fingers based on the criteria. Students should be able to defend their ratings.
- Rubrics from the Foundation for Critical Thinking may be useful for students critiquing essays.
- Delegation leaders may choose to use the warm/cool feedback approach:
    > Warm feedback: What specifically did you like about the essay?
    > Cool feedback: How can the essay be improved?

Student Work:
- Allow students to begin to work on their own scholarship essays.
- This will be a multi-day event, with many drafts, editions, and edits as needed.
- Criteria used for rating sample essays and for writing their own should include:
    > Introduction of a topic.
    > Organization of ideas, concepts, and information to make important connections and distinctions.
    > Development of the topic with well-chosen, relevant, sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
    > Usage of varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
    > Usage of precise language and domain-specific vocabulary to manage the complexity of the topic.
    > Conveying a style appropriate to the topic and context as well as to the expertise of likely readers.
    > Establishment and maintenance of a formal style and objective tone.
    > Attending to the norms and conventions of writing.
    > Utilization of a concluding statement that follows and supports the information presented.

Chart for Reviewing Essays:

Intellectual Standards of Critical Thinking	Notes/Evidence
Clarity: The message is clear and does not need further elaboration.	
Accuracy: We can verify that the content is true; there are no distortions.	
Precision: Specific details help us to understand exactly what the author means.	
Relevance: The information bears directly on the question or problem and helps us to understand the issue.	
Depth: The complexities of the situation or problem have been addressed; this is not a superficial treatment.	
Breadth: Multiple viewpoints have been considered and addressed.	
Logic: The conclusions flow from the evidence; this all makes sense together.	
Significance: The author has selected an important problem and has focused on the most important facts in addressing it.	
Fairness: The author has objectively represented the viewpoints of others.	

Below is an example of the Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute Scholarship Essay Application and Writing Rubric. This may be used to help familiarize students with essay requirements.

Application Information

SCHOLARSHIP DESCRIPTION: The New York State Assembly-Senate Puerto-Rican/ Hispanic Task Force and SOMOS, Inc. has sponsored postsecondary scholarships for high school seniors participating in The Angelo Del Toro Puerto Rican / Hispanic Youth Leadership Institute.

SCHOLARSHIP ELIGIBILITY:
1. <u>High School Senior in New York State:</u> Candidates must be current seniors enrolled in a New York State public or non-public high school. Candidates must have applied to at least one college or university.
2. <u>Attendance at the Angelo Del Toro Puerto Rican / Hispanic Youth Leadership Institute:</u> Candidates must have successfully participated in PR/HYLI's Regional Delegation training sessions and must attend the 2024 Leadership Institute in Albany, NY.
3. <u>Satisfactory Academic Standing:</u> Candidates must have a minimum 3.00 cumulative GPA. Candidates should request and submit 11th grade academic transcript(s). These transcripts may include information from their senior year, if available.
4. <u>Hispanic Heritage:</u> Candidates must have heritage ties to a formally recognized Spanish-speaking country: *Puerto Rico, Argentina, Bolivia Chile, Colombia, Costa Rica, Cuba, Dominican Republic Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru Spain, Uruguay, Venezuela*

SELECTION CRITERIA:
<u>Letters of Recommendation:</u>
1. Candidates must submit *at least two letters of recommendation* describing their academic achievement, outstanding personal characteristics, and involvement in community services such as: volunteerism or paid work at senior citizen centers, youth programs, school-related activities, church outreach programs, etc. Letters should be in a sealed envelope, submitted with the application.*
   These should preferably be from:
   • The Angelo Del Toro Puerto Rican / Hispanic Youth Leadership Institute trainer, a teacher, a counselor, the high school principal, a department chairperson, or a community leader
   *Note: Candidates may resubmit the original recommendation letters used to apply to PR/HYLI, if they meet the above stated requirements. See the student checklist for details.
2. <u>Written Essay:</u> The topic of this year's scholarship essay is: The Art of Democracy. Candidates must submit a typed, 12-point font (Arial or New Times Roman) essay written in English or Spanish, between 525 - 750 words.
   Cover Page for Written Essay:
   • Essay Cover Page, which clearly identifies: Student Name, Name and Address of High School, High School Principal's Name, PR/HYLI Delegation of Student
   Two (2) Copies of the Written Portion of Essay:
   • This essay should be original student work, answering all parts of the prompt, written in English or Spanish
   • It must be between 525-750 words, double-spaced with 1" margins, 12-point font *(Arial or Times New Roman)*
   • Essay should have a title, but NO personal-identifying information on the essay itself (e.g., first and/or last name, initials, social security number, etc.
   • Pages must be numbered, and a written word count must be included. The word count is for the written essay only – it does not include cover page, title, and/or works cited page
   • There should be a Works Cited or Reference Page, if applicable.
      • Students should follow MLA or APA format. See links below:
         MLA link- https://owl.english.purdue.edu/owl/resource/747/01/
         APA link- https://owl.english.purdue.edu/owl/resource/560/01/

Sample Writing Rubric: Please refer to the annual scholarship application for current rubric.

Criteria	Excellent (4pts)	Proficient (3pts)	Basic (2pts)	Limited (1pt)	Poor (0pts)
Purpose/Task: The extent to which the essay is able to accomplish the task, as required by the prompt.	The essay accomplishes the task; includes many details that are clearly connected to the development of the task.	The essay accomplishes the task; includes some details that are generally connected to the development of the task.	The essay accomplishes the task; includes few details, some of which may be only loosely connected to the task.	The essay attempts to accomplish the task; makes some reference to it but provides few or no supporting details.	This essay did not complete the task.
Content and Analysis: The extent to which the essay conveys complex ideas and information clearly and accurately to support the task.	The essay provides a clear and comprehensive understanding of the prompt. It demonstrates a profound and thoughtful personal perspective on the topic.	The essay adequately discusses the essay prompt and provides a good level of personal insight.	The essay briefly discusses the essay prompt but lacks depth in personal reflection and understanding.	The essay touches upon the prompt but lacks clarity and personal insight.	The essay does not address the essay prompt.
Research Examples to Back Up Claim: The essay is well researched and additional examples and works are appropriately cited.	The essay provides at least three well-detailed research examples that effectively promote the writer's intent of the essay. These sources are appropriately cited in the work.	The essay provides less than three well-detailed research examples that promote the writer's intent of the essay. These sources are appropriately cited in the work.	The essay provides some research examples but lacks detail or explanation. These sources are appropriately cited in the work.	The essay includes only one example, and/or they are not well-explained or relevant. OR sources are not appropriately cited in the work.	The essay does not provide any cited examples.
Coherence, Organization, and Style: The extent to which the essay organizes complex ideas, concepts, and information.	The essay is exceptionally well-organized, clear, and concise. Information is presented in a logical manner, making it easy to follow.	The essay is well-structured and mostly clear, with few minor issues in organization.	The essay has some organization and clarity issues but is generally understandable.	The essay lacks organization and clarity, making it difficult to follow.	The essay is incoherent and difficult to understand.
Control of Conventions of Language: The extent to which the essay demonstrates command of conventions of standard grammar usage, capitalization, punctuation, and spelling.	The essay demonstrates strong control of grammatical conventions, with essentially no errors, even with sophisticated language.	The essay demonstrates some control of grammatical conventions, exhibiting occasional errors only when using sophisticated language. Errors do *not* hinder comprehensibility.	The essay demonstrates emerging control of grammatical conventions. Errors begin to hinder comprehensibility.	The essay demonstrates a lack of control, exhibiting frequent errors and/or mistakes. Errors impede comprehensibility.	The essay shows minimal control of standard language conventions, making the essay difficult to follow. Errors greatly impede comprehensibility.

Notes

Angelo Del Toro ————————————————
Puerto Rican/Hispanic Youth Leadership Institute

New York State Learning Standards: The fourth training session addresses New York State Next Generation English Language Arts Learning Standards, as well as practices of conceptual understandings found in the New York State K-12 Social Studies Framework, including but not limited to:

Reading History Standards:
11-12RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas
11-12RH6: Evaluate authors' points of view on the same historical events or issue by assessing the authors' claims, reasoning, and evidence.
11-12 RH8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

Speaking and Listening Standards:
11-12SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
    a. Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
    b. Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
    c. Pose and respond to questions that probe reasoning and evidence; address a full range of positions; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
    d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

New York State K-12 Social Studies Framework
Social Studies Practices

A. Gathering, Using, and Interpreting Evidence:
       • Analyze evidence in terms of content, authorship, point of view, bias, purpose, format, and audience.
       • Describe, analyze, and evaluate arguments of others.
       • Make inferences and draw conclusions from evidence.

F. Civic Participation:
       • Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints and provide evidence for a counter-argument.
       • Participate in activities that focus on a classroom, school, community, state, or national issue or problem.
       • Participate in persuading, debating, negotiating, and compromising in the resolution of conflicts and differences.
       • Fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness and/or engaging in the political process.

Grade 12: Participation in Government and Civics:

12.G5 **Public Policy: All levels of government – local, state, and federal – are involved in shaping public policy and responding to public policy issues, all of which influence our lives beyond what appears in the Constitution. Engaged citizens understand how to find, monitor, evaluate, and respond to information on public policy issues.**

  b. On various issues, certain governmental branches and agencies are responsible for determining policy. Those who create public policies attempt to balance regional and national needs, existing political positions and loyalties, and sources of political power.

  c. Successful implementation of government policy often requires cooperation between many levels of government, as well as the cooperation of other public and private institutions. Conflicts between different levels of government sometimes emerge due to different goals, ideas, and resources regarding the creation and implementation of policy.

  d. Active and engaged citizens must be effective media consumers in order to be able to find, monitor, and evaluate information on political issues. The media have different venues, which have particular strengths and serve distinct and shared purposes. Knowing how to critically evaluate a media source is fundamental to being an informed citizen.

Sample Agenda

    I. **Welcome / Goal Setting**

   II. **Teambuilding Activity**

  III. **Review of Last Session**

  IV. **Angelo Del Toro Puerto Rican / Hispanic Youth Leadership Institute Mock Legislative Assembly Bills**
        • Debate selected bills using PR/HYLI Script

   V. **Peer Critique and Evaluations of Debate**
        • Warm / Cool Feedback
        • Write down three things that a peer did very well and two things that he/she can improve upon before the PR/HYLI Mock Legislative Assembly in Albany and place in envelopes.

  VI. **Issues Project**
        • Work in assigned groups

 VII. **Angelo Del Toro Puerto Rican / Hispanic Youth Leadership Institute Essays**
        • Seniors distribute and read their essay drafts
        • Peer feedback

VIII. **Review:**
        • Any papers due to administration
        • Itinerary in Albany
        • Institute Rules of Conduct
        • Dress Code for Albany
        • Departure and lodging information

  IX. **Debrief: A Formal Debriefing/Reflection on the Day's Events**

Module # 12: Debating Party Affiliations

OBJECTIVE:
• Students will align themselves with party 'views' and arguments while developing strategic talking points for debate.

PROJECTED ITINERARY:
• The content of this module is presented in early training sessions in order to provide students with necessary practice.
• Students should focus on listening to the other side's arguments in order to develop a reply.
• Refer to the General Resources page for links to informational weblink articles and other resources.

BEST PRACTICES FROM DELEGATIONS:
• <u>Arguments</u>: Debating techniques are addressed in the context of the debates. Begin debating as soon as your delegation initiates the trainings. Remind students that debates are ways in which to engage in civil and democratic discussions providing opportunity for thoughtful, well-reasoned exchange of ideas. Students need to demonstrate respect for the rights of others in discussions and respectfully disagree with other viewpoints.

• <u>Research</u>: Once the bills have been identified, the facilitator/trainer may provide the students with short research articles that present both perspectives – pros and cons. Students read the bills out loud and put them into their own words. The facilitators/trainers can use posters and write out the students' responses. Students can be given graphic organizers to record pros and cons of each bill.

• <u>Groups</u>: Students should work in small groups to read the articles. For each article, they should highlight information that reveals the author's point of view and the evidence used to support it. Upon completion, students should:
> Summarize the article
> Identify the authors' point of view, claims, and reasoning
> Evaluate the authors' claims and evidence based on content, authorship, purpose and biases
> Conduct additional research necessary for clarification

• <u>Walk and Talk Activity</u>:
> On Chart Paper, place the Title/Number of Bills as a header.
> Draw a T-Chart down the center of each paper, labeled Point and Counterpoint.
> Hang these chart papers at various stations around the space you are hosting your training session.
> Have students walk around the room with partners or small groups to discuss each bill in depth.
> Ask each group to come up with one point and counterpoint argument for each bill and write it on the chart in front of them. Do not let any group repeat answers.

    <u>Differentiation Strategies</u>:
        :: <u>Task</u>: Assign only Points or Counterpoints to teams to ensure everyone has an ability to write at each station and/or to make them think outside of their normal reasoning.
        :: <u>Timing</u>: Depending on the needs of your students, you may make this a timed or race-activity, or allow them to leisurely walk and discuss each bill at length.
        :: <u>Visual</u>: Assign each group a different color marker to make it visually easy to see who has been contributing and/or who may need extra support.
        :: <u>Public Speaking</u>: Ask students to be ready to present their arguments (or another group's arguments) for various bills. Switch up the presenter for each.

Bill A. 12345	
Point	**Counterpoint**

Legislation/Bill # _____

Briefly, what is the bill about?

POLITICAL

PROS: CONS:

_____   _____

_____   _____

_____   _____

_____   _____

ECONOMIC

PROS: CONS:

_____   _____

_____   _____

_____   _____

_____   _____

SOCIAL

PROS: CONS:

_____   _____

_____   _____

_____   _____

_____   _____

The Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute

Bill # _____

SUMMARY: _____

_____ _____

_____ _____

_____ _____

_____ _____

FACTS: _____

_____ _____

_____ _____

_____ _____

_____ _____

RESOURCES: _____

_____ _____

_____ _____

_____ _____

_____ _____

PROS: _____   CONS: _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

BILL:

BILL NUMBER:

SPONSORED BY:

SUMMARY:

_____

_____

_____

_____

_____

_____

_____

POSITION:

_____

_____

_____

_____

_____

_____

_____

Pros and Cons of the Angelo Del Toro PR/HYLI Bills

Fill out one sheet for EACH bill in preparation for debating.

Bill # _____

PRO: _____

This bill might be supported because:

(List three to five "pros" including statistics and studies)

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

CON: _____

This bill might be opposed because:

(List three to five "pros" including statistics and studies)

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

Module # 13: Understanding Specialty Roles and Practice Sessions

OBJECTIVES:
- Students develop an understanding of the roles of an Assembly Member and the responsibilities of the "Specialty Roles" for the Angelo Del Toro Puerto Rican / Hispanic Youth Leadership Institute Mock Legislative Assembly.
- Students will analyze their roles as a member of the NYS Assembly and act accordingly to the Specialty Role assigned to them for practice.

PROJECTED ITINERARY:
- This module can be integrated in later training sessions, and it consists of one to two presentations and individual study by the students before and during the practice training.

BEST PRACTICES FROM DELEGATIONS:
- The facilitator/trainer may copy and distribute the pages titled "Angelo Del Toro Puerto Rican / Hispanic Youth Leadership Institute: Definition of Student Specialty Roles."
- Trainers may also reference the slideshow presentation, located on the www.prhyli.org website, located under Resources Page(s) for further explanation.
    1. Assign each student a Specialty Role to read – use a 3R's approach: Read-Review-Report. Ask each student to summarize the role and to act out one aspect of the role assigned to them.
    2. The facilitator/trainer may pose clarifying / reviewing questions to the entire group for everyone's understanding.
    3. Have the entire group follow the process from start to finish of an Angelo Del Toro Puerto Rican / Hispanic Youth Leadership Institute Mock Legislative Assembly Session.
    Note: Trainers may allow for time during the practice so that students may clarify any questions that arise. The practice works best when the facilitator/trainer selects one of the bills chosen for this year's Mock Legislative Assembly.

- If students have access to the internet, allow them to search the New York State Assembly's Home Page at: http://assembly.state.ny.us/. Once on the web page have the students look up their role and any information of interest about the Assembly Member that they will be representing during the practice. While on the page, have them learn how to find a bill, their own representatives and at least one thing that they learned as a result of this web visit to the Assembly's internet home page.

Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute:
Definition of Student Specialty Roles

SATURDAY – GENERAL SESSION:

Opening Remarks
Opens the activity – Greets and welcomes Assembly Members and other dignitaries. Welcomes the delegations one by one. Sets the tone of the Institute and charges the group with the enthusiastic language and purpose of an open-minded young leader.

Moderator
The presiding spokesperson – Introduces speaker(s) by reading their brief biographies and thanks them for their participation.

Closing Remarks
Closes the activity for the evening, acknowledges and thanks all speakers and participants. Outlines the schedule and program for the rest of the evening and for the next day. Addresses the group with enthusiasm and may share a brief summary of the day. This person may also be responsible for helping to coordinate student dismissal from the Leaderships Workshops venue.

SUNDAY – MOCK ASSEMBLY:

Speaker of the Assembly
The Speaker of the Assembly presides over the Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute Mock Legislative Assembly. It is the Speaker's responsibility to make sure that the agenda (as laid out by the Majority Leader) is attended to. To that end, the Speaker is responsible for maintaining order, keeping time, and ensuring that the opportunities for debate are fairly and impartially distributed. The student in this role should be well-versed in Robert's Rules of Order, in particular to the difference between privileged and nonprivileged motions.

The student should be an attentive listener and effective public speaker. As the Speaker's attention is always in demand, the student in this role should also be able to handle fast-paced, high-pressure situations. The Speaker does all the committee assignments and appoints/directs the work of most of the Assembly staff. The Speaker is always addressed as "Mr. Speaker or Madam Speaker".

Assistant Speakers
These positions assist the Speaker while they are in session. The Assistant Speaker(s) are the first in line to sit in or replace the Speaker in cases that may arise. Each Assistant Speaker will represent one of the party caucuses and will represent their parties while sitting next to the speaker's chair. The main functions of these positions are to:
1. Assist the speaker of the assembly in their daily duties and roles.
2. Work closely with their respective caucus leaders (Majority and Minority Leaders) to ensure all delegates from their caucus have a chance to speak during the mock assembly and that all bills are debated with prepared, vigorous and valid arguments before the Assembly floor.

Each Assistant speaker will assist the Majority and Minority leaders in running their respective caucuses and manage the phone lines to the speaker's chair during floor debate.

Assembly Clerk
Responsible for routine administrative/legislative support functions, the clerk provides assistance to the members of the assembly; all other related work, as required. The clerk works under the general direction of the Speaker of the Assembly and in accordance with all procedures and instructions, performs a variety of responsible functions. Assembly clerks may assist either Republican or Democrat parties.

Sponsor(s) of the bill
A sponsor of the bill is a legislator who presents a bill for consideration. The sponsor of the bill is always prepared to receive and answer potential questions about this bill.

Sergeant at Arms
The Sergeant-at-Arms is responsible for maintaining the decorum of the Assembly while it is in session, and if necessary, ejecting Assembly members or visitors. The Sergeant-at-Arms is also responsible for announcing the Governor and other dignitaries. The student in this role should be firm, yet amiable and be able to project her/his voice.

Color Guard
The group of people, as in the armed forces or at military institutions, who carry or escort the flag or colors during parades, services, reviews, etc. All students who want to volunteer should do so, especially those with firsthand knowledge of the rituals and procedures due to personal experiences in a ROTC program at their school.

Pledge of Allegiance
A solemn oath of allegiance of fidelity to the U.S., beginning, "I pledge allegiance to the flag," and forming part of many flag-saluting ceremonies in the U.S.

> **The Pledge of Allegiance to the Flag[1]**
> *"I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one Nation under God, [2] indivisible, with liberty and justice for all."*

1. The original pledge was published in the Sept. 8, 1892, issue of the Youth's Companion in Boston. For years, the authorship was in dispute between James B. Upham and Francis Bellamy of the magazine's staff. In 1939, after a study of the controversy, the United States Flag Association decided that authorship be credited to Bellamy.
2. The phrase "Under God" was added to the pledge on June 14, 1954

National Anthems
"Star Spangled Banner" in honor of the United States and "La Borinqueña" in honor of the Puerto Rican/Hispanic Task Force who laid the foundation for over 20 years for the Angelo Del Toro Puerto Rican / Hispanic Youth Leadership Institute.

Invocation
A form of prayer invoking God's presence, especially one said at the beginning of a religious service or public ceremony.

Governor
As the chief executive of the State of New York, the Governor's role in the Angelo Del Toro Puerto Rican / Hispanic Youth Leadership Institute Mock Legislative Assembly is to reflect all the qualities of leadership that this Institute is about. In her/his address to the Assembly, she/he should seek to build bridges, attempting to reflect the concerns of all New Yorkers. However, as chief executive, and member of a political party, it is also expected that the Governor will express her/his point of view on the issues. The student in this role should be a dynamic public speaker, charismatic, able to handle the "spotlight", and know how to "make an entrance". She or he can outline and charge the Assembly with the responsibility that each of them have in representing the citizenship of the State of New York and is permitted to express her or his views on the Bills that will be debated on the floor.

Majority Leader

As leader of the majority political party in the Assembly, it is her/his responsibility to preside over the party caucus prior to the Angelo Del Toro Puerto Rican / Hispanic Youth Leadership Institute Mock Legislative Assembly session. She/he is responsible for setting the party's position on any particular bill. The Majority Leader is responsible for setting the agenda for the session, deciding the order of the bills that will be debated. The Majority Leader is also responsible for introducing any resolutions that must be presented to the Assembly. The student in this role should be an effective communicator, able to express her/ his ideas clearly. She/he should be able to bring about consensus within her/his party. Just like the Speaker, she/he should be an attentive listener and decisive. She/he should also be able to identify the strengths of other party members, in a relatively short amount of time.

Note: In the regular Assembly – this role is the Speaker's responsibility. During Angelo Del Toro Puerto Rican / Hispanic Youth Leadership Institute Mock Legislative Assembly – PR/HYLI assigns this role to another student to allow for more student participation.

Minority Leader

As leader of the minority political party in the Assembly, it is her/his responsibility to preside over the party caucus prior to the Angelo Del Toro Puerto Rican / Hispanic Youth Leadership Institute Mock Legislative Assembly session. The Minority Leader has the right to make the last speech in any debate. The student in this role should be an effective communicator, able to express her/his ideas clearly. She/he should be able to bring about consensus within her/his party. Just like the Speaker, she/he should be an attentive listener and decisive. She/he should also be able to identify the strengths of other party members, in a relatively short amount of time.

Majority and Minority Leader

The Majority and Minority Leaders are also responsible for running the Angelo Del Toro Puerto Rican / Hispanic Youth Leadership Institute Mock Legislative Assembly floor. They are the point people for any party concerns that arise during the Mock Assembly session. As leaders, they can communicate directly with the Speaker, alerting her/him of any issues on the floor. They can also recommend which Assembly Members should be added to the queue. They are responsible for setting the party's position on any particular bill.

Majority Whip

The Majority Whip is responsible for maintaining order, keeping time, and serving as a clerk, during the majority party caucus. The Whip is responsible for "enforcing" and "promoting" the party position on each of the bills. Therefore, the Whip must work closely with her/his respective leader in the caucus and on the Assembly floor. The student in this role should be firm, but not seem bullish. She/he should be able to build and work within teams, assisting the leader in identifying the best Assembly Members who reflect the party position for each bill.

Minority Whip

The Minority Whip is responsible for maintaining order, keeping time, and serving as a clerk, during the minority party caucus. The Whip is responsible for "enforcing" and "promoting" the party position on each of the bills. Therefore, the Whip must work closely with her/his respective leader in the caucus and on the Assembly floor. The student in this role should be firm, but not seem bullish. She/he should be able to build and work within teams, assisting the leader in identifying the best Assembly Members who reflect the party position for each bill.

SUNDAY – PR/HYLI STUDENT DELEGATE RECOGNITION DINNER BANQUET:

Opening Remarks
Opens the activity – Greets and welcomes Assembly Members and other dignitaries. Welcome the delegations. Congratulates the delegations for the success of the Angelo Del Toro PR/HYLI Mock Assembly and highlights their reaction and impression of the day. A brief and personal anecdote or connection is always welcome.

Moderator
The presiding spokesperson – Introduces speaker(s) by reading their brief biographies and thanks them for their participation. The moderator's tone needs to be one of light humor but a serious intent to move things along.

Closing Remarks
Closes the activity for the evening – Thanks to all speakers and participants. Reflects on the day and weekend as well as sharing her/his reaction/connection to the group. Thank the volunteers, trainers, staff, speakers, and organizers of the Institute. She/he addresses the group with an enthusiastic attitude and charges them to continue in their journey of personal growth as leaders.

MONDAY – WORKSHOPS:

Introduction of Guest Speakers
The presiding spokesperson – Introduces the speaker(s) by reading their brief bio and thanks them for their participation.

Closing Remarks
Closes the Institute for this school year – Thanks to all speakers and participants. Reflects on the weekend as well as sharing her/his reaction/connection to the group. Thank the volunteers, trainers, staff, speakers, and organizers of the Institute. She/he addresses the group with an enthusiasm and charges students to continue their journey of personal growth as leaders.

Script: Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute Mock Legislative Assembly

Role:	Notes:	Script:
Opening of Session:		
MAJORITY LEADER:	(Majority Leader rises and addresses the speaker)	"Speaker of the House, will you please bring the House to order".
SPEAKER:	(Bang Gavel 1X)	"A quorum being present, the House will come to order". (BANG GAVEL 3X)
SERGEANT-AT-ARMS:	(All delegates remain standing until they are asked to be seated after the Governor's entrance).	"ALL RISE!"
SPEAKER:	(Color guard delegates from multiple delegations).	"Place the Colors".
SPEAKER:	(Wait for the Color Guard to finish).	"Let us begin our _____ Annual Angelo Del Toro PR/HYLI Mock Legislative Assembly session with the invocation presented in English and Spanish by (NAME OF STUDENT) a delegate from the _____ delegation".
Invocation:		
SPEAKER:	(Addressing the House)	"All present in these chambers are invited to join (NAME OF STUDENT) a delegate from the _____ delegation as we recite the Pledge of Allegiance".
SPEAKER:	(As soon as anthems are completed…color guard can leave the post)	"Remain standing for the performance of the United States national anthem and the Borinqueña by delegates from various delegations.
SERGEANT-AT-ARMS:	(Governor enters after being announced and works way to the front podium, greeting colleagues as necessary)	"All present in the ____ Annual Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute, the Governor of the Great State of New York, from the____ Delegation, (NAME OF THE STUDENT)!
SERGEANT-AT-ARMS:	(After the Governor reaches the pulpit and makes a speech)	"Please be seated."
SPEAKER:	(Addressing the House)	"Serving as today's clerk(s) is(are) (NAME OF STUDENT(S)) from the _____ delegation. The clerk will read the previous day's journal…"
MAJORITY LEADER:	(Addressing the Speaker)	"I move to dispense with the reading of the previous day's journal".
SPEAKER:	(Addressing the Majority Leader by name)	"So ordered, Majority Speaker ____."
MAJORITY LEADER:	(Lays out agenda, beginning with any resolutions, and the order of the bills determined during majority caucus, read twice)	"Let me begin by outlining our scheduling for the day…"
SPEAKER:	(Addressing the Clerk)	"Clerk will read the resolution."
SPEAKER:	(After each resolution, take a vote)	All in favor of Resolution ____ say " 'AYE' " all opposed say " 'NAY.'"
SPEAKER:	(After all resolutions have been voted on.)	"This resolution is passed/defeated."

Script for the Introduction of Special Guests
The introduction of any guests of members who are in the chamber. These are usually passed up in advance, so the Speaker knows whom to recognize. For introductions only, the Speaker will usually recognize the member without the member having to seek formal recognition. The scripts here can be altered slightly upon each introduction so that the Speaker and the introducing members aren't repeating the same things over and over.

Script for Resolutions
The Speaker usually makes a brief announcement that the House is now proceeding to the resolution calendar.

All resolutions on the resolution calendar are numbered based upon the order they appear on the calendar. The calendar number is different from the resolution number, which is assigned upon introduction.

*For this example, we will assume that bill Assembly Resolution 32: *"Memorializing the Governor of the State of New York to proclaim November Puerto Rican Heritage Month"* **is the resolution to be considered.**

Here are some frames for introducing/recognizing special guests and Resolution of Bills:

Role:	Notes:	Script:
Introduction of Special Guests:		
ASSEMBLYMEMBER:	(Addressing the House to introduce Special Guest)	"At this time, it is my pleasure to introduce (**Guest's Title**) the Chair of (**Guest's Entity/Organization**) the NYS Assembly and Senate Puerto Rican/Hispanic Task Force, (**Guest's Name**) the Honorable Marcos Crespo." "Please join me in recognizing the presence of _____ in our chambers. On behalf of all the delegations, thank you for witnessing this unifying moment in our lives."
Resolution Calendar of Bills:		
SPEAKER:	(Addressing House and Clerk)	"Resolution Calendar Number 1 (2,3,4, etc.). Clerk Will Read."
CLERK:	(Addressing House)	"Assembly Resolution 32, By Mr. Rivera, Memorializing the Governor of The State Of New York To Proclaim November Puerto Rican Heritage Month in The State Of New York."
SPEAKER:	(Addressing House and Clerk, specifically	On the resolution, all those in favor signify by saying '*Aye,*' Those who opposed '*No.*'"
ASSEMBLYMEMBERS:	(Vote on Resolution of Calendar, accordingly) (Give time for count)	"Aye/No."
SPEAKER:	(Addressing House. After announcing the result of vote, proceed to next resolution.)	"The resolution is adopted." *OR* "The resolution is lost."

Floor Session Procedural Overview: This is the general outline of what takes place during Assembly Debates.

• Questioning Period –
> Speaker facilitates posing/answering questions during this time.
> Assemblymembers but be recognized by the speaker to pose their question to the sponsor. If they speak before being formally recognized by the Speaker, they will be called **Out of Order**.*
> To ask a question, they must say, "Will the sponsor yield a question?" The sponsor should yield to as many questions as possible.

• Debating Period –
> Minority Leader must motion to open the floor to Debate.
> At this point, anyone can stand and seek recognition from the speaker to engage in the debate. Debaters must follow the rules of debate:
> • Students may argue in favor of / against Bills during this time period.
> • Students seek recognition from the Speaker and wait to be recognized.
> • Students only speak once on any particular bill.
> • If a student has already spoken, she/he may not speak again during the PR/HYLI Mock Legislative Assembly; until all members waiting to speak have a turn.
> • Students do not interrupt or otherwise disrupt other members while they are debating.
> • Students refer to other members indirectly. Use terms like: "My distinguished colleague," "The honorable member," etc.
> • Students do not engage in "personalities;" i.e. make offensive personal remarks.
> • Students are not allowed to curse or swear.
> After Members' (delegates) arguments are made, the Minority Leader must move to "Call the Question" and end the debate and vote on the bill.

• Voting Period –
> After the question has been called to Vote, the Speaker will announce a vote.
> Members may vote in favor of / against a bill.
> The votes will be counted, recorded, and announced to the House.

• Closing Session –
> The Majority Leader must move to close the session.
> The Speaker will respond in kind with the Majority Leader to close session.
> If Speaker wants to end the session with a short, reflective speech, they may.

*NOTE TO SPEAKER: If a delegate does not follow protocol at any point, the delegate must be called out of order and told to sit down. Typical infractions include:
> MANNER OF SPEECH: Low voice volume, Speaking out of turn, Communicating directly to another delegate instead of through speaker, etc.
> ABUSE OF TIME: Delegate is exceeding time limit "Assemblymember you need to wrap up your thoughts."

Point of Order:
Whenever an action by a member breaks the Rules of the Assembly, that action is out of order. The primary job of the Speaker as presiding officer is to catch such transgressions and rule them out of order. However, the Speaker will not catch everything. If you, as a member, see a rule being broken and the Speaker has not addressed it, you may stand up without waiting for recognition and say, "Point of Order!" in a loud, clear voice. The Speaker will ask you to explain your point of order, at which point she/he will rule on your objection.

Appeal a Decision of the Chair:

Whenever the Speaker rules against you, either on her/his own or as a result of a point of order, you have the ability to appeal her/his decision by asking the entire House to vote on it. Note that you cannot appeal if the Rules or the Constitution state something clearly. You can only appeal whenever the Speaker makes a judgment call with which you disagree. As an example, let's say the Speaker called you out of order for engaging in personalities.

Role:	Notes:	Script:
Appeal a Decision of the Chair:		
ASSEMBLYMEMBER SMITH:	*(Addressing the Speaker)*	"Mr./Madam Speaker, I appeal from the ruling of the chair."
SPEAKER:	*(Addressing the Assemblymember)*	"Mr. Smith appeals from the ruling of the chair. Please proceed with your explanation.
ASSEMBLYMEMBER SMITH:	*(Mr. Smith explains why he does not believe he was engaging in personalities.)*	"Thank you, Mr./Madam Speaker. I appeal this ruling because…"
SPEAKER:	*(Addressing the House)* *(Pause to give time for vote.)*	"The question before the House is: Shall the ruling of the chair stand as the judgment of the House? Those voting yes vote to sustain the ruling of the chair, say '*Aye.*' Those voting no vote to override the ruling of the chair, say '*No.*'" "Record the vote."
ASSEMBLYMEMBERS:	*(Vote on the Appeal, accordingly)* *(Give time for count.)*	"Aye/No."
SPEAKER:	*(Addressing House)* *(If no one says anything, proceed.)*	"Are there any other votes?" "Announce the results."
CLERK:	*(Announces results to House."* See example here – Ayes hold majority.)*	"Ayes 107, Noes 43"
SPEAKER:		"The ruling of the chair is sustained." *OR* "The ruling of the chair is overridden."

Floor Debate Script:

Person	Notes:	Script:
Introduction of Bill from the Calendar of Bills:		
SPEAKER:	*(Introduces which bill is about to be presented/debated.)*	"Bill No. _____, clerk will read".
CLERK:	*(Reads summary of the bill)*	"Assembly Bill No.____, by Assemblymember ___,"
SPEAKER:	*(Ask the sponsor of the bill to rise)*	"Will the Sponsor please rise?"
SPONSOR OF THE BILL	*(Sponsor reads justification and/or any brief comments)*	"…Thank you, Speaker of the House,"
Questioning:		
SPEAKER	*(Opens the bill for questioning)*	"I will now open the floor for questions to the Sponsor".
SPEAKER:	*(Addressing Assemblymember(s) by name)*	Assemblymember X you may address the sponsor.
ASSEMBLYMEMBER:	*(Student Delegate will rise and ask)*	"Will the sponsor yield to a question?"
SPONSOR:	*(Sponsor should yield to as many questions as possible)*	"Thank you, Speaker of the House. I will/will not yield to a question."
SPEAKER:	*(Addressing Assemblymember again)*	"Assemblymember X you may pose your question/the sponsor will not yield to a question."
ASSEMBLYMEMBER:	*(Student Delegate may now ask question)*	"Thank you, Mr./Madam Speaker. My question is…"
MINORITY LEADER:	*(Vote taken on opening debate).*	"I move we close the questioning period and open the floor to debate."
SPEAKER:	*(After motion has been seconded)*	"A motion has been made and seconded to close the questioning period."
	(Vote taken on opening debate. If someone calls 'division' then have the clerk count the vote). *(Give time for the count)*	"Clerk, record the vote." "Clerk, announce the vote."

Debate:		
SPEAKER:	*(Depending on vote, open the floor for debate)*	"The floor is now open for debate".
ASSEMBLYMEMBER*:*	*(The Speaker's assistant(s) will now help to create an order of Assemblymembers to be called upon to share their debate arguments for/against this bill. Every effort shall be made to call on each willing participant, within the time constraints. Students should keep their arguments under 3 minutes.)*	"Thank you, Mr./Madam Speaker. My name is __, representing Assemblymember X, from the X Delegation. I stand in favor of/against this bill because…"
MINORITY LEADER:	*(When time is up, or if no one else makes the motion)*	"I move to call the question."
SPEAKER:	*(After motion has been seconded)*	"A motion has been made and seconded to close the end the debate. All those in favor say '*Aye*' all those opposed '*Nay*.'"
SPEAKER:	*(If assembly is in favor of ending debate, state)* *(If division is called, have the clerk record votes, and announce the vote to end debate.)*	"The floor is now closed to debate on Bill # _____. " "Clerk, read the last section."
CLERK:	*(Addressing House)*	"This act will take effect on __."
Vote:		
SPEAKER:	*(If division is not called, state)*	"All in favor of Bill No.__" say '*Aye*'. All those opposed say '*Nay*'."
ASSEMBLYMEMBERS:	*(Vote on Bill, accordingly)* *(Give time for count)*	"Aye/Nay"
SPEAKER:	*(If division is not called, state)*	"The '*Ayes*'/'*Nays*' have it. This bill has been passed/defeated!" (BANG GAVEL 1X.)
	(If division is called, state)	"Clerk, record the vote." "Clerk, announce the results". The '*Ayes*'/'*Nays*' have it. The bill has been passed/defeated!" (BANG GAVEL 1X.)
Closing Session:		
SPEAKER:	*(Call on the Majority Leader to close the session.)*	"Majority Leader _____".
MAJORITY LEADER:	*(Addressing the Speaker and House)*	"I move the ____ Annual Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute Mock Legislative Assembly be adjourned until next convened."
SPEAKER:		On the Majority Leader's motion, the House stands adjourned." (BANG GAVEL 3X).
***NOTE:**	*(Delegates serving as speaker may close the session with a short reflective speech.)*	

ADDITIONAL INFORMATION

Ending Debate: Sometimes, debate is no longer productive. If the Speaker of the House finds that the same points are being raised over and over again during the debate, she/he can move to close debate with a motion "for the previous question." Please note it is considered improper to engage in debate on the bill yourself and then move the previous question, as it allows you to try to get the last word in and then cut off debate for everyone else, so no one can make a rebuttal of your speech.

To move the previous question, rise, and get recognition from the Speaker, then proceed as follows:

Ending Debate:		
ASSEMBLYMEMBER:	*(Addressing the Speaker)*	"Mr./Madam Speaker, I move the previous question."
SPEAKER:	*(Addressing the House)*	"Shall the main question now be put? Record the vote."
	(The Speaker will pause here to give ample time for everyone to vote.) *(If no one says anything, proceed.)*	Are there any other votes? Announce the results.
CLERK:	*(See example result)*	Ayes 107, Noes 43
SPEAKER:	*(If majority of the House agrees, the Speaker will now put the bill up for vote as normal)* **- OR -**	"The previous question is ordered."
	(If they majority did not agree, the debate then continues as before)	"The previous question is lost."

Legislation/Bill # _____
Briefly, what is the bill about?

POLITICAL

PROS: CONS:

_____   _____

_____   _____

_____   _____

_____   _____

ECONOMIC

PROS: CONS:

_____   _____

_____   _____

_____   _____

_____   _____

SOCIAL

PROS: CONS:

_____   _____

_____   _____

_____   _____

_____   _____

The Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute

Bill # _____

SUMMARY: _____

_____ _____

_____ _____

_____ _____

_____ _____

FACTS: _____

_____ _____

_____ _____

_____ _____

_____ _____

RESOURCES: _____

_____ _____

_____ _____

_____ _____

_____ _____

PROS: _____   CONS: _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

The Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute

BILL:

BILL NUMBER:

SPONSORED BY:

SUMMARY:

_____

_____

_____

_____

_____

_____

_____

POSITION:

_____

_____

_____

_____

_____

_____

_____

Pros and Cons of the Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute Bills
Fill out one sheet for EACH bill in preparation for debating.

Bill # _____

PRO:
This bill might be supported because:
(List three to five "pros" including statistics and studies)

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

CON:
This bill might be opposed because:
(List three to five "pros" including statistics and studies)

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Notes

New York State Learning Standards: The fifth training session addresses New York State Next Generation English Language Arts Learning Standards, as well as practices of conceptual understandings found in the New York State K-12 Social Studies Framework identified in previous sessions, including but not limited to:

New York State Next Generation English Language Arts Standards:

Reading Information Standards:

9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration.

9-10R3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

11-12R6: Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit.

Reading History Standards:

11-12RH1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole

11-12RH9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources

Speaking and Listening Standards:

11-12SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
   a. Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
   b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
   c. Pose and respond to questions that probe reasoning and evidence; address a full range of positions; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives..
   d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

11-12SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the premises and connections among ideas, diction, and tone.

11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

New York State K-12 Social Studies Framework
Social Studies Practices:

A. Gathering, Using, and Interpreting Evidence:
 • Make inferences and draw conclusions from evidence

F. Civic Participation:
 • Demonstrate respect for the rights of others in discussions and in the classroom; respectfully disagree with other viewpoints and provide evidence for a counterargument.
 • Participate in activities that focus on a classroom, school, community, state, or national issue or problem.
 • Identify situations in which social actions are required and determine an appropriate course of action.
 • Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.

Grade 12: Participation in Government and Civics:
12.G3: **Rights, Responsibilities, and Duties of Citizenship: Active, engaged, and informed citizens are critical to the success of the United States representative democracy. United States citizens have certain rights, responsibilities, and duties; the fulfillment of which help to maintain the healthy functioning of the national, state and local communities.**
 a. Citizens should be informed about rights and freedoms and committed to balancing personal liberties with a social responsibility to others.
 b. The right to vote, a cornerstone of democracy, is the most direct way for citizens to participate in government. A citizen must register to vote and may register as a party member or select the status of independent.
 c. Citizens have opportunities to both participate in and influence their communities and country. Citizens contribute to government processes through legal obligations such as obeying laws, paying taxes, serving on juries, and registering for selective service.

12.G5 **Public Policy: All levels of government – local, state, and federal – are involved in shaping public policy and responding to public policy issues, all of which influence our lives beyond what appears in the Constitution. Engaged citizens understand how to find, monitor, evaluate, and respond to information on public policy issues.**
 b. On various issues, certain governmental branches and agencies are responsible for determining policy. Those who create public policies attempt to balance regional and national needs, existing political positions and loyalties, and sources of political power.
 c. Successful implementation of government policy often requires cooperation between many levels of government, as well as the cooperation of other public and private institutions. Conflicts between different levels of government sometimes emerge due to different goals, ideas, and resources regarding the creation and implementation of policy.
 d. Active and engaged citizens must be effective media consumers in order to be able to find, monitor, and evaluate information on political issues. The media have different venues, which have particular strengths and serve distinct and shared purposes. Knowing how to critically evaluate a edia source is fundamental to being an informed citizen.

Sample Agenda

I. **Welcome / Administrative Forms**

II. **Teambuilding Activity**

III. **Review of Last Session**

IV. **Guest / Alumni Speaker: Jobs in Government and Public Service**

V. **Bill Debate**
   • Mock debate using parliamentary procedures and PR/HYLI's Mock Assembly Script with Institute bills
   • "Two sides of the Same Coin: Switching Positions on Request"

VI. **Angelo Del Toro Puerto Rican / Hispanic Youth Leadership Essays**
   • Seniors distribute and read their essay drafts
   • Peer feedback

VII. **Scholarship Information Presentation**

VIII. **Group Work: Community Issues Project**

IX. **Review:**
   • Itinerary for Albany's Institute Weekend
      a. Departure time and locations
      b. Rules of Conduct
      c. Forms for School Principal and Parent/Guardian signatures

X. **Debrief: A Formal Debriefing/Reflection on the Day's Events**

Module #14: Decorum for The Angelo Del Toro Puerto Rican / Hispanic Youth Leadership Institute Weekend

OBJECTIVE:
- Students will be given information about the expected decorum for the Angelo Del Toro Puerto Rican / Hispanic Youth Leadership Institute weekend.
- Students will become familiar with the Rules of Conduct and sign a student contract.

PROJECTED ITINERARY:
- This module should be presented toward the end of the training sessions and must be reviewed again before the Institute on the bus to Albany.
- It is important to stress that delegates' behavior will be a reflection on their schools, their delegation, and the Institute, as well as them personally.

RULES OF CONDUCT:

Cooperation: Participants will show respect for the rights, privacy, and property of others. Participants will respect and cooperate with Institute staff, adult chaperones, and other participants. Participants may only visit one another in specified hospitality rooms, never in individual hotel rooms. At no time are male participants permitted to visit female participants in their rooms or vice versa. Participants will not engage in any intimate display of affection or have inappropriate physical contact throughout the weekend Institute. Parents/guardians will be contacted if any violation of this rule is determined and will be responsible for any incurring transportation or other expenses associated with dismissal from the Institute.

Participation: Participants must comply with the schedule for Institute functions, including activities, workshops, meals and curfew. Student delegates must inform their chaperones of their whereabouts at all times.

Property: The State is not responsible for safeguarding your property. Participants will safeguard their personal property and property of others who may share their hotel room. Participants will show respect for the property and facilities of the hotel and Institute facilities. A room inspection and inventory of hotel property will be conducted upon arrival and departure. Participants are financially liable for damages. All facilities must be left clean and orderly. Hotel property is not to be removed from rooms.

Dress: Participants will dress appropriately for all Angelo Del Toro Puerto Rican / Hispanic Youth Leadership Institute activities. During some activities, students may wear appropriate informal attire (i.e. jeans, t-shirts, sneakers, etc.) Appropriate business attire is required for the Mock Assembly, and semi-formal attire for the Student Recognition Banquet Dinner.

Identification and Registration Packet: Participants are required to wear the Institute identification badge and carry a photograph-identification (School ID or driver's license) at all times during the weekend. You will find your name badge in your packet. This badge is very important. It is your ticket for bus transportation, meals and all Institute events. All staff and volunteers at the Institute will wear name badges for the same reason. **Please keep and wear your badge at all times.**

Alcoholic Beverages/Drugs: Possession and/or use of alcoholic beverages or illegal drugs other than those prescribed by a licensed doctor, is forbidden and will result in immediate dismissal from the Angelo Del Toro Puerto Rican / Hispanic Youth Leadership Institute. Offenders will be reported to the appropriate authorities. Advisors/ Chaperones must be advised of all medications prescribed for members of their delegation. Parents/ Guardians will be contacted if any violation of this rule is determined and will be responsible for any incurring transportation or other expenses associated with dismissal from the Institute.

Smoking: Angelo Del Toro Puerto Rican / Hispanic Youth Leadership Institute is tobacco-free. Courteously adhere to rules of non-smoking.

Weapons/Firearms: Possession of weapons and/or firearms will result in immediate dismissal from the Angelo Del Toro Puerto Rican / Hispanic Youth Leadership Institute. Offenders will be reported to the appropriate authorities. Parents/Guardians will be contacted and will be responsible for any incurring transportation or other expenses associated with the violation of this rule.

Room Assignment Check & Curfew: All students are required to be present for a nightly room check to be done by chaperones. Failure to observe curfew without expressed permission from a chaperone will result in dismissal from the Angelo Del Toro Puerto Rican / Hispanic Youth Leadership Institute.

Activities: All participants will adhere to the Institute program and agenda. Everyone must be on time for all scheduled activities. All students will remain in the group that they have been assigned to, and will maintain room assignments from the beginning until the end of the Angelo Del Toro Puerto Rican / Hispanic Youth Leadership Institute. Hotel amenities, such as pool, fitness, and billiard rooms are off limits. NO EXCEPTIONS.

Student Contract: All students will adhere to the rules as outlined and will affirm their agreement by signing a contract to this effect. This form must be submitted to attend Angelo Del Toro Puerto Rican / Hispanic Youth Leadership Institute. If a student is dismissed from the Institute, he/she will be sent home and the parents/guardians will be responsible for all expenses incurred. The school principal will be notified and any scholarship to be awarded by the Angelo Del Toro Puerto Rican / Hispanic Youth Leadership Institute will be forfeited.

Lodging: In the event of an emergency, your parent/guardian can reach you during the Angelo Del Toro Puerto Rican / Hispanic Youth Leadership Institute at the following hotel: *Crowne Plaza Albany – Desmond Hotel, 660 Albany Shaker Road, Albany, NY 12211.* Curfews will be enforced and are to be observed by everyone. Hotel room visitation rules will be strictly enforced. Participants are to always wear appropriate clothing when they are outside of their hotel rooms.

Legislative Building: Cameras and cell phones are allowed. At the security checkpoints, participants will be required to remove their coats and send personal belongings through the security monitors. All pen knives, metal nail files, and any other items that may be taken at the security checkpoints should be left at home. Limit jewelry, chains, keys that may set off the metal detector. Please limit bag size. Put your name on (or in) all personal articles.

Remember to Pack: Photo ID/License, School ID Card and a copy of your health insurance card.

Institute Expenses: The cost of almost everything associated with the Angelo Del Toro Puerto Rican / Hispanic Youth Leadership Institute is covered; hotel lodging, meals, Institute activities, etc. However, you may want to bring extra money for snacks, film, postcards, gifts, tips and other personal matters. Don't bring too much; you will be very busy during your three days in Albany and will not have time for shopping.

Weather: Albany tends to get cold in March, and it may rain. Please make sure that you bring appropriate clothing attire.

Personal Items: Write your name on all your important belongings, especially your luggage. It is recommended that valuable items be left at home. Lost items must be reported to your chaperone immediately.

Parental and School Approval: Both parental and school permission slip forms are required to attend the Angelo Del Toro Puerto Rican / Hispanic Youth Leadership Institute. THE STUDENT CONTRACT MUST BE SIGNED BY ALL PARTIES.

Rules of Conduct: Participants are required to observe the "Rules of Conduct" at all times.

Notes

GENERAL RESOURCES FOR MODULES

Governmental Resources:
- New York State Assembly https://nyassembly.gov/
- New York State Assembly-Senate Hispanic Task Force https://nyassembly.gov/comm/?sec=mem&id=67
- New York State Constitution https://www.nysenate.gov/new-york-state-constitution
- New York State Government https://www.ny.gov/
- New York State Governor's website https://www.governor.ny.gov/
- New York State Senate https://www.nysenate.gov/
- United States of America Census Bureau Report https://www.census.gov/
- United States of America Department of Education https://www.ed.gov/
- United States of America Government https://www.usa.gov/
- United States of America Library of Congress https://www.loc.gov/

Educational Resources:
- Center for Latino / Latin American and Caribbean Studies https://www.albany.edu/lacs
- Internet Resources for Latin America http://lanic.utexas.edu/
- Latino Studies Program at Cornell University https://latino.cornell.edu/
- New York State Civic Readiness Initiative https://www.nysed.gov/curriculum-instruction/civic-readiness-initiative
- New York State Common Core Learning Standards
  https://www.nysed.gov/content/new-york-state-common-core-learning-standards
- New York State Education Department Next Generation English / Math Learning Standards
  https://www.nysed.gov/next-generation-learning-standards
- NYS K-12 Social Studies Framework https://www.nysed.gov/curriculum-instruction/k-12-social-studies-framework
- Pew Hispanic Center www.pewhispanic.org
- Smithsonian Institution – American Latino Museum https://latino.si.edu/
- United States of America Department of Education https://www.ed.gov/
- Virginia Department of Education Everyday Civics Teacher Resources
  https://www.doe.virginia.gov/teaching-learning-assessment/k-12-standards-instruction/history-and-social-science/instructional-resources/everyday-civics/teacher-resources

Website Link Resources:
- American Immigration Lawyers Association https://www.aila.org/
- Center for Civic Education https://www.civiced.org/
- Contacto Magazine https://www.contactomagazine.com/
- Cuban American National Council, Inc. http://cnc.org/
- Free Icebreakers https://www.businesstrainingworks.com/training-resource/free-icebreakers-for-training-workshops-and-seminars/
- Hispanic Federation https://www.hispanicfederation.org/
- Hispanic Heritage Foundation https://hispanicheritage.org/
- Hispanic Scholarship Fund https://www.hsf.net/
- Hispanic Tips http://www.hispanictips.com/
- International Debate Education Association https://idebate.net/
- Labor Council for Latin American Advancement https://www.lclaa.org/
- Latino Civil Rights Timeline https://www.learningforjustice.org/classroom-resources/lessons/latino-civil-rights-timeline-1903-to-2006
- Latino Justice (Puerto Rican Legal Defense and Education Fund) https://www.latinojustice.org/en

Website Link Resources Continued:
- Latino Policy Coalition https://latinopolicycoalition.org/
- League of United Latin American Citizens http://www.lulac.org/
- Legislative Gazette (Weekly Nonpartisan Newspaper of NYS government) https://legislativegazette.com/
- Making Civics Real—a Workshop for Teachers (Annenberg Media)
  https://www.learner.org/series/making-civics-real/
- Mexican American Legal Defense and Educational Fund (Latino Legal Voice for Civil Rights in America)
  https://www.maldef.org/
- Migration Policy Institute https://www.migrationpolicy.org/programs/migration-information-source
- National Association of Latino Elected and Appointed Officials https://naleo.org/
- National Council of La Raza/UnidosUs https://unidosus.org/
- National Council of State Legislatures https://www.ncsl.org/
- National Hispanic Institute https://www.nationalhispanicinstitute.org/
- New York Immigration Coalition https://www.nyic.org/
- New York Latino Research Clearinghouse – Article: https://www.tc.columbia.edu/articles/2006/march/
  online-clearinghouse-provides-comprehensive-information-on-l/
- York State Assembly-Senate Puerto Rican/Hispanic Task Force 2007-2008 Corporate, Government
  and Non-Profit Sector Internship Directory & Scholarship Guide pages 30-42 https://somosnewyork.org/
- New York State Bar Association https://nysba.org/
- Numerous publications from Youth Communication https://youthcomm.org/
- Scholarship essay tips https://www.bestessaytips.com/scholarship_essay.php
- Strategies to Succeed in Public Speaking https://www.school-for-champions.com/speaking.htm
- Summary, Q and A and motions chart https://robertsrules.org/
- Teaching Debate to ESL students http://iteslj.org/Techniques/Krieger-Debate.html
- The Congressional Hispanic Caucus Institute https://chci.org/
- The Empire Center for Public Policy – Nonpartisan, nonprofit think tank https://www.empirecenter.org/
- The Latino Coalition https://thelatinocoalition.com/
- United States Hispanic Chamber of Commerce https://www.ushcc.com/
- Voto Latino https://votolatino.org/

Books /Articles:
- *Basic Public Speaking* by Douglas A. Parker, published by Xlibris Corporation
- *Brain Quest Hispanic America: 850 Questions, 850 Answers About People, Places, Culture & Language,*
  published by Workman Publishing Company
- *Building the Latino Future* by Frank Carbajal and Humberto Medina, published by John Wiley and Sons, Inc
- *Diez Pasos Hacia la Excelencia Estudantil: Un Reto para los Estudiantes* by Samuel Betances, published by
  New Century Forum, Inc.
- *Everyday Leadership-Attitudes and Actions for Respect and Success and Building Everyday Leadership in All
  Teens* by Mariam G. McGregor, published by Free Spirit Publishing, Inc.
- *Everything You Needed to Know About Latino History* by Himilce Novas, published by Penguin Group. Inc
- *Growing Up Latino* by Ilan Stavans and Harald Augenbraum, published by Mariner Books
- *Hispanic/Latino Identity* by Jorge J.E. García, published by Blackwell Publishers
- *Hispanics and the U.S. Political System* by F. Chris García and Gabriel R. Sánchez, published by Pearson
  Education, Inc.
- *Hispanics/Latinos in the United States: Ethnicity, Race, and Rights* by Jorge J. E. Gracia and Pablo De Greiff,
  published by Routledge

Books /Articles Continued:

- *Latino Americans and Political Participation* edited by Sharon Ann Navarro and Armando Xavier Mejia, published by ABC-CLO, Inc.
- *Latino History and Culture by* Ilan Stevens, published by Harper Collins
- *Latino Politics* edited by Rodolfo Espino, David L. Leal and Kenneth J. Meier, published by University of Virginia Press
- *Latino Politics in America* by John A. García, published by Rowman and Littlefield Publishers, Inc.
- *Latino/a Thought* by Francisco H. Vázquez and Rodolfo D. Torres, published by Rowman and Littleman Publishers, Inc.
- *Our Hispanic Roots: What History Failed to Tell Us* by Carlos B. Vega, published by Publish America
- *Saying 'Adios to Spanglish* – Newsweek article http://www.newsweek.com/id/74462
- *Strangers Among Us: Latino Lives in a Changing America* by Roberto Suro, published by Random House
- *Ten Steps to the Head of the Class: Student Guide* by Samuel Betances, published by New Century Forum, Inc
- *Ten Steps to the Head of the Class: Teacher's Guide* by Samuel Betances, published by New Century Forum, Inc
- *The "How" in Parliamentary Procedure* revised by Margaret Anne Russell, published by Interstate Publishers, Inc
- *The 21 Indispensable Qualities of a Leader* by John C. Maxwell, published by Nelson Books
- *The Latino Advantage in the Workplace* by Mariela Dabbah and Arturo Poiré, published by Sphinx Publishing
- *The Latino/a Condition* edited by Richard Delgado and Jean Stefancic, published by New York University Press
- *The Legislative Process and You* (in English and Spanish) Pamphlet – NYS Assembly Information Office Room 932 LOB Albany NY 12248, https://nyassembly.gov/write/upload/req/legislative_process.pdf
- *Thirty Million Strong* by Dr. Nicoláa Kanellos, published by Fulcrum Publishing
- *Translation Nation* by Héctor Tobar, published by Riverhead Books
- *Wáchale* edited by Ilan Stevens, published by Cricket Books
- *Ways to Build Teams* by Carol Scearce, published by IRI/Skylight Training and Publishing

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