

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

QUEST  R III



July 2021

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

The Angelo Del Toro Puerto Rican / Hispanic Youth Leadership Institute training manual and its modules serve as a guide to facilitators for regional delegation workshops prior to the Institute. The purpose of this training manual is to provide all delegations with a set of objectives and resources to prepare all delegates that attend the yearly Institute.

The training manual represents a true collaborative effort among staff from the Regional Bilingual Education Resource Network (RBERN), the New York City Department of Education, and Questar III BOCES. I take this opportunity to thank everyone who worked so diligently to submit activities and best practices for inclusion in this manual.

I stand committed with all of you to continue the development and cultivation of our Hispanic Latino youth across New York State. It is my hope that through programs like the Angelo Del Toro Puerto Rican / Hispanic Youth Leadership Institute, Hispanic students continue to realize and unleash their unlimited potential.

Sincerely yours,

A handwritten signature in black ink that reads "Gladys I. Cruz".

Gladys I. Cruz
District Superintendent
Questar III BOCES

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Overview

The Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute 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 assess 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.(See Appendix J for descriptions and guiding questions for the Elements of Thought and Intellectual Standards of Critical Thinking Foundation). 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 Next Generation Learning Standards for Literacy and the New York State K-12 Social Studies Framework.

In addition, The Angelo De Toro PR/HYLI supports the following initiatives:

- My Brother’s Keeper
- The New York State Seal of Civic Readiness
- The New York Seal of Biliteracy

These documents can be downloaded at:

- [http://www.engageny.org/.](http://www.engageny.org/)
- <http://www.nysed.gov/nysmbk>
- <http://sealofbiliteracy.org/new-york>

So much of what we do during the Angelo Del Toro PR/HYLI 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 PR/HYLI website at: [http://prhyli.org/.](http://prhyli.org/)

Session One

New York State Standards: The first training session addresses the New York State Next Generation Learning Standards for Literacy and the Social Studies practices and conceptual understandings found in the New York K-12 Social Studies Framework.

Reading Information

9-10R1: Cite strong and thorough textual evidenceto 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 how and why individuals, events, and ideas develop and interact over the course of a text.

In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme.

In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist.

9-10R6: Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices).

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.

11-12R3: In literary texts, analyze the impact of author's choices. In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop.

11-12R6: Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement).

Speaking and Listening

9-10SL1: 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.

9-10SL1a: 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.

9-10SL1b: Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

9-10SL1c: Pose and respond to questions that relate the discussion to broader themes or ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

9-10SL1d: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

9-10SL2: Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral), evaluating the credibility, accuracy, and relevance of each source.

9-10SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning or exaggerated or distorted evidence.

Session One

New York State Standards: The first training session addresses the New York State Next Generation Learning Standards for Literacy and the Social Studies practices and conceptual understandings found in the New York K-12 Social Studies Framework.

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.

11-12LS1a: 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.

11-12SL1b: Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

11-12SL1c: 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.

11-12SLd: 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 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 counter-argument.

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

- PowerPoint presentation/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
- NYS 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 contact information

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

Session One

Module # 1: Teambuilding

- virtual resource <https://prhyli.org/wp-content/uploads/2021/07/Module-1-Team-Building.pptx> 

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 trainings.
- Students will debrief team-building 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 of the training modules. These dynamic group activities are designed to bring out the best in a team.
- It is recommended that each training session include a team building activity taken from Appendix A to create a strong team - a community of learners. Facilitators/trainers may adapt the activities to their philosophy, as well as the group's size and needs.
- As an additional team building activity, it is suggested that the Parliamentary Procedures, Appendix I Mock Script should be introduced via Reader's Theater/Pair Read-out-Loud, to familiarize with the terms.

BEST PRACTICES FROM DELEGATIONS:

- The Angelo Del Toro PR/HYLI supports the bi-literacy initiative. It's important to promote code switching across all training sessions.
- There is a list of very dynamic, helpful, and appropriate activities in Appendix A that have been compiled from materials submitted from all delegations. In addition, Appendix A includes debriefing questions that have been designed to meet the objectives of this module. The facilitators/trainers may want to begin by using a developmental approach and build the team in increments.

Module # 2: Leadership

- virtual resource <https://prhyli.org/wp-content/uploads/2021/07/Module-2-Leadership.pptx>

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 trainings. 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 famous people. Anyone can be a leader in their own context.

Session One

BEST PRACTICES FROM DELEGATIONS:

- Appendix B provides articles on the concept/styles of leadership that have been compiled from materials submitted from all delegations. In addition, Appendix D includes activities and debriefing questions that have been designed to meet the objectives of this module. The facilitators/trainers 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. Please, familiarize with the Critical Thinking resources and videos in Virtual Module #2, slides 8-17. The Elements of Thought are found in Appendix J, pages, 87-89.

- Have students participate in a leadership brainstorming session.
- Set up four to five large poster sheets around the room and divide the group accordingly. Give each team a colored marker (strong colors work best). Have every team select a different scribe each time. 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. 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 facilitators/trainers 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 Appendix B for articles and text-based discussion guidelines. Other articles may be substituted as long as they address the qualities of leadership.
- Have students write down, anywhere on their paper, the names of people who 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 their initials next to the qualities that each of them feels they 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?

Session One

Module # 3: Angelo Del Toro PR/HYLI History

- virtual resource <https://prhyli.org/wp-content/uploads/2021/07/Module-3-Angelo-Del-Toro-PRHYLI-History.pptx>

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 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 facilitators/trainers 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. **(The film can be found on YouTube.)** If time permits, have students watch additional videos listed in Appendix E. Below are some debriefing questions that have been designed to meet the 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?

Session One

Module # 4: Communication & Public Speaking

-virtual resource <https://prhyli.org/wp-content/uploads/2021/07/Module-4-Communication-Public-Speaking.pptx>

OBJECTIVES:

- Students will learn about, study, and practice the public speaking skills that promote the 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 sensitivity to the Intellectual Standards during their discussions.
- Students will assess their own communication/public speaking skills as they prepare/develop their arguments for the Angelo Del Toro Mock Assembly.
- Students will evaluate a speaker's use of information and body language.

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 trainings. (Appendix J encompasses the Elements of Thought and use of Intellectual Standards identified by the Critical Thinking Foundation).
- Appendix C includes different articles that can be evaluated for effective communication. (The assessment should be based on the criteria established by the Elements of Thought with sensitivity to the Intellectual Standards).
- In Appendix F, there are protocols/tools for assessing the various components of public speaking. These materials have been compiled from all delegations that participate in The Angelo Del Toro PR/HYLI.

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 between the two.
- The facilitators/trainers may use video clips from previous Institute trainings/articles to evaluate communication and public skills of different individuals. (See Appendix F for videos).
- Introduce the Critical Thinking Standard of Fairness. Use the chart under the following link: <http://www.criticalthinking.org/ctmodel/logic-model1.htm>. Copy and paste the description, guidelines, questions, etc. (see Appendix F).
- Facilitate a discussion on the importance/impact of these elements/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 trainings 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 the video tab at 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. (11-12SL3)

Session Two

New York Standards: The second training session addresses the New York State Next Generation Learning Standards for Literacy and the social studies practices and conceptual understanding found in the New York K-12 Social Studies Framework.

Reading Information:

9-10R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.

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.

11-12RH4: Interpret words and phrases, including disciplinary language, as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

11-12RH6: Evaluate author's point of view on the same historical event or issue by assessing the author's 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.

11-12RH10: By the end of the school year, students should read and comprehend literary and informational texts that are appropriately complex at or above grade level.

Writing in History, Science and Technology:

11-12WHST5: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

11-12WHST6: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience as well as by applying discipline-specific criteria used in the social sciences or sciences; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

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

11-12WHST10: By the end of the school year, students should read and comprehend literary and informational texts that are appropriately complex at or above grade level.

Session Two

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.

11-12LS1a: 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.

11-12LS1b: Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

11-12SL1c: 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.

11-12SL1d: 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.

11-12L3a: Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

The New York State K-12 Social Studies Framework:

Social Studies Practices: 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.

Session Two

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 action is 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

Foundations of American Democracy

12G1: 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 continues to evolve and be debated.

12G1b: 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.

Political and Civil Participation

12G4d: 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 varies between states in the United States.

Public Policy

12G5: 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.

12G5a: 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.

12G5b: 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.

Sample Agenda

I. Welcome: Reintroductions and Goal Setting

II. Icebreaker and Team-building Activity

III. Review of Last Session

- Leadership, public speaking
- Review homework: Who represents you?

IV. Two Brief Student Presentations:

- How a bill becomes a law
- Parliamentary procedures

V. How Does a Bill Become a Law?

- “The Life of a Bill” - reading material and short film

VI. Parliamentary Procedures / Guest Presenter:

- Handout: “The A-B-C’s of Parliamentary procedures”
- Procedures for Albany/Specialty Roles

VII. Bills/Mock 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

VIII. What’s Your Argument?

- Concentric circle: So you want to debate?
State your argument on each of the Bills (Pros & Cons)

IX. Homework:

- Call your individual representatives' 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

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

Session Two

Module # 5: How a Bill Becomes Law

-virtual resource <https://prhyli.org/wp-content/uploads/2021/07/Module-5-How-a-Bill-becomes-a-Law.pptx>

OBJECTIVES:

- Students will demonstrate 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 facilitators/trainers need to acquire the authentic reading materials (provided at no cost), by visiting <http://assembly.state.ny.us/req/> and following the four easy steps for requesting the forms. The following forms are recommended: “Bill Becomes Law”, “Lobbying” and “There Ought to Be a Law”.
- See Appendix C for general resources about how a bill becomes a law and parliamentary procedures.

BEST PRACTICES FROM DELEGATIONS:

- Have students define federalism by creating a visual representation showing the different responsibilities of the Federal and State Government. Facilitators/trainers and students resources are available on <http://www.icivics.org/> and the national constitution center <http://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. (11-12RH1) (11-12RH9)

- Discuss notes with students and then ask them to summarize the information they have gathered. The summary can include visuals as well as prose. (11-12RH2)
- 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://www.dos.ny.gov/info/constitution/article_3_legislature.html
- 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 facilitators/trainers may find reading resources on the following websites: (11-12RH7) (11-12RH9)
- USA Government: <http://www.usa.gov/Agencies/federal.shtm1>
- Harry S. Truman Library and Museum: http://www.trumanlibrary.org/whistlestop/teacher_lessons/3branches/1.htm
- Michigan Courts: <http://courts.michigan.gov/lc-gallery/3-branches-govt.htm>

Session Two

Module # 6: Angelo Del Toro PR/HYLI - Parliamentary Mock Assembly Procedures/Script

-virtual resource <https://prhyli.org/wp-content/uploads/2021/07/Module-6-Angelo-Del-Toro-PRHYLI-Parliamentary-Procedures.pptx>

OBJECTIVES:

- Students will learn the vocabulary/parliamentary procedures for debate during a PR/HYLI Mock Assembly Session.
- Students will practice The Angelo Del Toro PR/HYLI Mock 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 facilitators/trainers can incorporate the vocabulary and the procedures as the rest of the modules and practices progress. (See Appendix H).

BEST PRACTICES FROM DELEGATIONS:

- To review The Angelo Del Toro PR/HYLI Mock Assembly Itinerary and Script, ask that the students take out the previously distributed material. Have additional copies to distribute.
- 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 Assembly or process. (Continue to use these scripts in practices to develop fluency with this process.) You may view live audio and video of legislative proceedings at: <http://assembly.state.ny.us/av/>

Module # 7: Analysis & Study of Bills

-virtual resource <https://prhyli.org/wp-content/uploads/2021/07/Module-7-Analysis-Study-of-Bills.pptx>

OBJECTIVES:

- Students will examine the list of bills chosen for debate during the PR/HYLI Mock Assembly Session in Albany.
- Students will demonstrate an understanding of the diverse views that surround each of the bills chosen.
- Students will discuss the assumptions of the author(s), 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 facilitators/trainers 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).

Session Two

BEST PRACTICES FROM DELEGATIONS:

- Students form groups of six (this number varies depending on the number of bills). Each group will be named referencing the bill assigned to them; that is, team A10277. The facilitators/trainers distribute a copy of the bill and one article that provides arguments for and against the bill to each group. The facilitators/trainers deliver the following instructions to all students:

“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 on page 18. 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. 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.”

- 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 facilitators/trainers 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 team study group process with respect to the other bills.
- A student 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. (11-12SL4)

Session Two

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? (12G7)
- 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?

Session Three

New York State Standards: The third training session addresses the New York State Next Generation Learning Standards for Literacy and the social studies practices and conceptual understanding found in The New York State K-12 Social Studies Framework.

Reading Literature

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.

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.

ELA 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.

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.

11-12WHST2a: Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.

11-12WHST2b: 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.

11-12WHST2c: 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.

11-12WHST2d: 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.

11-12WHST2e: 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.

Session Three

11-12WHST5: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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

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.

11-12SL1b: Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

11-12SL1c: 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.

11-12SL1d: 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.

Social Studies Practices

Gathering, Using, and Interpreting Evidence

Make inferences and draw conclusions from evidence

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 Debate using adapted parliamentary procedures with part two of the bills
- Analysis of part two of the bills with a Q and A session
- General overview of each by groups

VIII. Identifying Community Issues Workshop

- Decide on a group project related to identified community issues
- Timeline and tasks

IX. What Makes a Winning *Angelo Del Toro PR/HYLI* essay?

- Brainstorm topics and learn essay rubric
- Assign seniors to read drafts at remaining sessions

X. Review Materials and Homework:

- Study adapted parliamentary procedures and practice speaking out loud
- Work on issues project

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

Session Three

Module # 8: Culture

- virtual resource <https://prhyli.org/wp-content/uploads/2021/07/Module-8-Culture.pptx> O

OBJECTIVES:

- Students will explore Hispanic culture and the rich diversity among those who consider themselves Hispanic in America.
- Students will explore the implications of pop-culture and the media in developing cultural identity.

PROJECTED ITINERARY:

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

BEST PRACTICES FROM DELEGATIONS:

Culture:

- Appendix L provides different styles in order to address the concept of culture. The facilitators/trainers may adapt these activities to their philosophy, as well as the group’s size and needs.

Media:

- Have students consider how the media plays a role in Hispanic groups, identity, and culture. What social media do you consume? That is, radio, print, music, TV, clothing, movies, etc.? And what influence, if any, does 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 facilitators/trainers 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 facilitators/trainers 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?

Session Three

Identity

“I am” poem

- Share “I am” poem from Alma Flor Ada and F. Isabel Campoy (see Appendix L). 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 facilitators/trainers 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.

Module # 9: Advocacy, Identifying Community Issues (Local to National)

- **virtual resource** <https://prhyli.org/wp-content/uploads/2021/07/Module-9-Advocacy-Identifying-Community-Issues-Local-to-Nation.pptx>

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 in Appendix K can serve as guide to the advocacy activities). The facilitators/trainers may adapt these activities to their philosophy, as well as to the group’s size and needs.

Session Three

BEST PRACTICES FROM DELEGATIONS:

Part One: Understanding the Concept of Advocacy:

The facilitators/trainers may utilize videos and textual examples to help students establish a common understanding of the concept of advocacy. (Resources can be found in Appendix K). 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. (*Appendix J: The Elements of Thought and Intellectual Standards of Critical Thinking*) can be addressed here in order to debrief the concept of Advocacy.

- This is a good opportunity to establish quality discussions during the trainings. Ask students to write their thoughts before sharing. The facilitators/trainers 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 facilitators/trainers should encourage students to utilize Elements and Standards of Critical Thinking (Appendix J). Could you elaborate further? What do you mean by...? Can you give an example of...?*
- In order to ensure that students listen to each other, the facilitators/trainers may give students an object to pass around and only allow the student holding the object to speak to the larger group. The facilitators/trainers may give each student a few coins; students must then place a coin in the center of the table each time they speak. This discourages any student from dominating the discussion and allows the facilitators/trainers 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 (links below) can assist the facilitators/trainers in helping students to think about effective strategies to be used in their own advocacy efforts. First, the facilitators/trainers may show the video on “Effective Strategies” and then ask students to record what they learned from each speaker. Second, the facilitators/trainers 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”: <https://www.youtube.com/watch?v=Ccr8WLFNkjw>

“Advocates in Action”: https://www.youtube.com/watch?v=YWHrtY_zns

Understanding Self-Advocacy:

The facilitators/trainers introduce the concept of self-advocacy by asking students to think of specific situations (present/future), when they might need to advocate for themselves. The facilitators/trainers 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.

Session Three

Selecting an Issue for Your Project

The facilitators/trainers ask students to think of issues that concern them and their communities. Some examples include, but are not limited to: education, immigration, health, justice, etc. Students might begin to share stories that show the impact of how an issue affects them individually or as a group.

NOTE: Additional materials for “ranking the issues” can be found in Appendix G.

The facilitators/trainers 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* (Appendix K, page 91) for ideas. They can research these issues or use them to come up with their own examples.

Three sources of information:

<http://www.hiponline.org/programs>

<http://www.nclr.org/issues/>

http://www.cccnewyork.org/issues/?gclid=Cj0KEQjwqZKxBRDBkNmLt9DejNgBEiQAq8XWPm4LSDzH9i35tYnCfktMpxvjSFGis_kSu9tY8pwcQaAm5p8P8HAQ

Planning an Advocacy Initiative

If the delegation chooses to prepare a final project on advocacy, resources can be found in Appendix K, pages 93-102).

Evaluating Criteria for Projects:

Students use the rubric in Appendix K, Pages 103-104 to revise their work. The criteria in the rubric, and printed below, are based on the ELA NGLS 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.

Session Three

**Module # 10: Writing a Winning Scholarship Essay for
The Angelo Del Toro PR/HYLI & Beyond**

-virtual resource <https://prhyli.org/wp-content/uploads/2021/07/Module-10-Writing-a-Winning-Scholarship-Essay.pptx>

OBJECTIVE:

- Students will be taught the vital ingredients 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. See Appendix C for general resources about scholarships.

BEST PRACTICES FROM DELEGATIONS:

- The facilitators/trainers may review winning essays from previous years and have students rate them according to the rubrics. You may use the warm/cool feedback approach (Appendix F, page 67). For example:
 - Warm feedback - What did you like about the essay?
 - Cool feedback - How can the essay be improved?
- Students rate the previous years' winning essays with a show of fingers based on the criteria. Students should be able to defend their ratings.
- Criteria used for rating sample essays and for writing their own should include:
 - Introduce a topic.
 - Organize ideas, concepts, and information to make important connections and distinctions.
 - Develop the topic with well-chosen, relevant, sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
 - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - Convey a style appropriate to the topic and context as well as to the expertise of likely readers.
 - Establish and maintain a formal style and objective tone.
 - Attend to the norms and conventions of writing.
 - Provide a concluding statement that follows from and supports the information presented.

Session Three

Chart for Reviewing Essays

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

Session Four

New York State Standards: The fourth training session addresses the following New York State Next Generation Learning Standards for Literacy and the social studies practices and conceptual understandings found in the New York K-12 Social Studies Framework.

Reading History

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 event or issue by assessing the authors' claims, reasoning, and evidence.

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

Speaking and Listening

11-12SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively, and build on those of others.

11-12LS1a: 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.

11-12SLb: Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.

11-12SLc: 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.

11-12SLd: 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.

Social Studies Practices

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.

Sample Agenda

I. Welcome / Goal Setting

II. Teambuilding Activity

III. Review of Last Session

IV. Bills / PR/HYLI Mock Assembly

- Debate selected bills using PR/HYLI Script

V. Peer Critique and Evaluations Of Debate

- Write down three things that a peer did very well and two that they can improve before the PR/HYLI Mock Assembly in Albany and place in envelopes.

VI. Issues Project

- Work in assigned groups

VII. Angelo Del Toro PR/HYLI Essays

- Seniors distribute and read their 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 # 11: Debating Party Affiliations

-virtual resource <https://prhyli.org/wp-content/uploads/2021/07/Module-11-Debating-Party-Affiliations.pptx>

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. See Appendix C for general resources about debating.

BEST PRACTICES FROM DELEGATIONS:

- Debating techniques are addressed in the context of the debates-begin debating as soon as your delegation begins 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.
- Once the bills have been identified, the facilitators/trainers 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 words. The facilitators/trainers can use posters and write out the students’ responses. Students can be given handouts where they can record their pros and cons.
- Students should work in small groups to read the articles. For each article, they 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 each authors’ claims and evidence based on content, authorship, purpose and bias; and
 - conduct additional research necessary for clarification.

Module # 12: Understanding Specialty Roles and Practice Sessions

-virtual resource <https://prhyli.org/wp-content/uploads/2021/07/Module-12-Understanding-Specialty-Roles-and-Practice-Sessions.pptx>

OBJECTIVES:

- Students develop an understanding of the roles of an Assembly Member and the responsibilities of the “Specialty Roles” for the PR/HYLI’s Mock 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 facilitators/trainers may copy and distribute the four pages titled “Angelo DelToro Puerto Rican/Hispanic Youth Leadership Institute: Definition of Student Specialty Roles” in Appendix I. In addition, the facilitators/trainers may reference the students PowerPoint presentation on the Angelo Del Toro PR/HYLI website - under tab - Specialty Roles Information.
- First, 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. Secondly, for an entire group practice, the facilitators/trainers may ask questions, clarify, and review responsibilities of the role responsibility to the whole group prior to the practice. NOTE: For handouts to record pro and con arguments regarding the bills, refer to Appendix G.
- Thirdly, have the entire group follow the process of a PR/HYLI’s Mock Assembly Session from start to finish. The facilitators/trainers may allow for time during the practice so that they or other students may clarify any questions that arise. The practice works best when the facilitators/trainers select one of the bills chosen for this year’s Mock Assembly.
- If students have access to the Internet - have them go to 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.

Session Five

State Standards Addressed

New York State Standards: The fifth training session addresses the New York State Next Generation Learning Standards identified in the previous sessions.

TEAMBUILDING ACTIVITIES (see Session One)

PUBLIC SPEAKING/STUDENT ORAL PRESENTATIONS (see Session Two)

STUDYING AND DEBATING BILLS (see Session Two)

ESSAY WRITING (see Session Three)

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
- The two sides of the coin (switching positions on request)

VI. Angelo Del Toro PR/HYLI Essays

- Seniors distribute and read their drafts
- Peer feedback

VII. Scholarship Information Presentation

VIII. Groups Work on Issues Project

IX. Review:

- Itinerary in Albany
- Departure time and locations
- Rules of Conduct
- Forms for principal and parent signatures

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

**Module #13:
Decorum for The Angelo Del Toro PR/HYLI Weekend**

- **virtual resource** <https://prhyli.org/wp-content/uploads/2021/07/Module-13-Decorum-for-the-Angelo-Del-Toro-PRHYLI-Weekend.pptx>

OBJECTIVE:

- Students will be given information about the expected decorum for the Angelo Del Toro PR/HYLI weekend.
- Students will become familiar with the Rules of Conduct and sign a student contract.

PROJECTED ITINERARY:

This module should be presented during the end of the training sessions and must be reviewed before the Institute and 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 chaperons, and other participants. Participants may only visit one another in specified hospitality rooms, never in individual hotel rooms. 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 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. Youth delegates must inform their chaperons 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 Youth Leadership Institute activities. During some activities students may use 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 Dinner.

Identification and Registration Packet: Participants, staff, and volunteers 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. Please keep and wear your badge at all times.

Session Five

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 Youth Leadership Institute. Offenders will be reported to the appropriate authorities. Advisors/Chaperons 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 transportation or other expenses associated with dismissal from the Institute.

Weapons/Firearms: Possession of weapons and/or firearms will result in immediate dismissal from the Youth Leadership Institute. Offenders will be reported to the appropriate authorities. Parents/Guardians will be contacted and will be responsible for any 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 chaperone. Failure to observe curfew without express permission from a chaperone will result in dismissal from the Youth Leadership Institute.

Smoking: Courteously adhere to non-smoking rules in designated areas.

Activities: All participants will adhere to the Institute program and agenda. Everyone must be on time for scheduled activities. All students will remain in assigned groups and will maintain room assignments for the duration of the Youth Leadership Institute. 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 affect. This form must be submitted to attend PR/HYLI. If a student is dismissed from the Institute they 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 Youth Leadership Institute will be forfeited.

Lodging: In the event of an emergency, your parent/guardian can reach you during the Institute at the following hotel: TBA

Curfews will be enforced and are to be observed by everyone. Hotel room visitation rules will be strictly enforced. Participants are to wear appropriate clothing at all times when they are outside their hotel rooms. See item # 4.

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. Please limit jewelry, chains, and 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 costs associated with the Youth Leadership Institute are covered; hotel, meals, Institute activities, etc. You may want to bring extra money for snacks, post cards, gifts, tips, and other incidentals. Don't bring too much; Participants will be very busy during our three days in Albany and will not have time for shopping.

Appendices

Overview

The sections that follow are meant to assist all delegations in developing their respective trainings. The sections are a compilation of sources, activities, and ideas that have worked for facilitators/trainers since the inception of The Angelo Del Toro PR/HYLI. After careful consideration, facilitators/trainers will see these are very important documents that outline Institute fundamentals and best practices.

Appendices

ENGAGING STUDENTS & TEAMBUILDING

Creating a Social Contract

At the first session, it is good practice to establish a social contract. The activity should be student led, with students taking notes. The facilitators/trainers can 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.

Ask students to write down values they want upheld (privacy, time, taking turns, listening to each other, electronic devices, think before you speak, ask students before the trainer, etc.). Then have students discuss each item, using the following:

- How do you want to see this value in your work together?
- How do you feel when this is not present?
- Based on these values, what are some ground rules that we should recognize?
- Look for similarities in ideas generated and consolidate them to create a list of expectations for all sessions. This list can take the form of “I Can Statements” or can be written using sentence starters: “We agree to...”
- Once the social contract has been established, it should be signed by students and facilitators/trainers. The contract should be posted during each training session. Revisit the social contract periodically to adjust expectations as needed.
- Refer to the contract during the sessions to highlight positive behavior and to point out behavior that is not in keeping with agreed upon norms. Stop when the contract has been violated and discuss the importance of honoring it. For additional information, reference page 47.

Including All Students in Discussions: Parking Lot Protocol

The facilitators/trainers may use the parking lot protocol to draw in the more reticent members of the group. Students will write their thoughts/comments on a Post-it and add it to a sheet on display in the room. Periodically, the facilitators/trainers read the comments and uses them to generate discussion.

Honoring Bilateral Communication: Code Switching

During the team-building activities, the facilitators/trainers will encourage students to sit near someone who can interpret for them (Spanish/English - English/Spanish).

Processing or Debriefing the Activities

The facilitators/trainers will debrief all team-building activities. The purpose of the debrief is to strengthen students’ understanding of the desired intended outcomes.

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The following is a list of questions that can be used to debrief the activities by the facilitators/trainers:

- What did we do?
- What did I personally learn about myself and my team?
- What came up for me during the activity?
- What worked?
- How well did my group work together?
- What challenged us?
- How did we deal with these challenges?
- What could we have done differently?
- What can we do next?
- I liked...
- I disliked...
- How does what we learned here apply to everyday life?
- Why is it important to reflect?
- What glow and what grow would I give to the group?

Note: These reflections work best when they are written and discussed with the larger group.

Team building Activities That Connect Students at an Emotional Level:

The facilitators/trainers give each student a cut out of a heart. Ask students to think about the questions:

- Why are you here?
- Why do we want to be agents of change?

Students write a poem in response to the question. The facilitators/trainers might begin the process by sharing their own responses. Ask each student to share one statement from their poem and combine these statements to create a “WE ARE” poem. This activity can be modeled by following the structure of the “I am” poems listed in Appendix L.

Kinesthetic Ice Breakers and Teambuilding Activities:

FOLLOW THE LEADER: Set up a maze. Blindfold one person. Have different people call out directions at the same time. The blindfolded student has to decide who to listen to in order reach the end of the maze. Repeat this for different students.

Debriefing questions:

- What qualities were evident in different voices?
- How did the different voices make you feel? Why?
- Which were you more likely to follow? Why?

ROPE CHALLENGE: Provide two circular ropes, one small and one large. Have students place their hands on the small rope, creating tension against the it. Have students squat and rise together, holding the rope as they go. Repeat this with more students and the larger rope. Ask students what they learned from the experience and use this activity to symbolize concepts learned:

- There is power in numbers.
- You have to reach out and get involved.
- It takes less effort and energy when there are more people in the movement.

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Additional kinesthetic icebreakers and teambuilding activities can be found on:

- Page 45, Nail Balance and Human Knot.
- Page 46, Stepping Stones

Suggested Debriefing Questions

- What did you learn from this activity?
- Why does this matter? Why is this important for you or our team?
- Did you recognize someone who was more vocal than others?
- How did that affect the group?
- What are some different ways that members of a team can contribute?
- Did you all think of the same strategy?
- How do you feel about your own participation in this group activity?
- How did you help your team?
- Could you have done this by yourself?
- Why does it matter? (to me, to the team, to home, school, community, nation)?

Appendix A:

ICE BREAKERS & TEAMBUILDING ACTIVITIES

Facilitators/trainers can 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

1. People to People:

Have students stand in a circle and give the following instruction: “Every time I say ‘People to People’ - you connect with someone different and introduce yourself, your school, grade, interest and anything else you want to share before I say ‘People to People’ again. Once I say it again, you go to someone else and repeat the process each time.” The idea is to get to know and share as many ideas with as many people as possible in a span of five to ten minutes. **Variation:** Have a set of questions that you have written to help the pairs every time they switch. This activity can be repeated at every training by changing the questions asked to meet the objectives of the session.

- 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?

Appendices

8. Nail Balance:

Objective: To balance an even number of nails on the head of one nail.

This can be done individually or in a group. Equipment: One nail pounded into board, an even number of nails to balance (usually 6 to 8 works best). Participants are given the challenge to find a way to balance all the loose nails (6 to 8) onto the head of the nail pounded into the board.

Instructions:

1. Work with your team members to balance the nails on the nail with the base.
2. You cannot use string, tape, or any other item to hold the nails together.
3. You have 10 minutes to complete this activity.

Debrief the activity:

The facilitators/trainers can use questions such as: What was difficult about this activity? What was easy? Why? The goal is to get the students to speak about team work and how difficult/challenging it can be since you must learn to work with different personalities.

9. 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.

10. 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 facilitators/trainers 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 them guide the group and participate from outside the group.

11. Outside the Box:

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

12. 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. The time-keeper shouts out "Time!" which is the signal to move on. Be respectful of time and stop the speaker. This often boosts creativity and good training.

APPENDIX B:
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 facilitators/trainers review 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 facilitators/trainers debrief 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?

Appendices

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-worshipping 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.

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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 success-ful 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. <http://leadingwithtrust.com/2013/08/18/its-not-that-complicated-7-simple-truths-for-leadership-success/>.

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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, and 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.

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Without Confidence, There is No Leadership

By Francisco Dao

Self-confidence is the fundamental basis from which leadership grows. Do you have it?

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.

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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>>.

Appendices

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 a 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.

APPENDIX C

GENERAL RESOURCES FOR MODULES

- About the Senate
www.senate.state.ny.us/sws/aboutsenate/history.html
<http://www.senate.state.ny.us/sws/aboutsenate/timeline.html>
- Allyn & Bacon Public Speaking website http://wps.ablongman.com/ab_public_speaking_2
- American Immigration Lawyers Association www.aila.org
- Articles by Mariela Dabbah www.marieladabbah.com
- Assembly Kids’ page www.assembly.state.ny.us/kids
- *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.
- Center for Civic Education www.civiced.org
- Center for Latino, Latin American and Caribbean Studies www.albany.edu/celac
- Next Generation State Standards www.nysed.gov/next-generation-learning-standards
- Contacto magazine www.contactomagazine.com
- *Cool Salsa - Bilingual Poems on Growing Up Latino in the United States* edited by Lori M. Carlson, published by Fawcett Books
- Country of Origin Profiles <http://pewhispanic.org/data/origins>
- Cuban American National Council, Inc. www.cnc.org
- *Diez Pasos Hacia la Excelencia Estudiantil: Un Reto para los Estudiantes* by Samuel Betances, published by New Century Forum, Inc.
- Dominican American National Roundtable www.danr.org
- *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. www.freespirit.com
- *Everything You Needed to Know About Latino History* by Himilce Novas, published by Penguin Group. Inc.
- Federal Resources for Educational Excellence <http://free.ed.gov/>
- First Gov www.firstgov.gov
- Free Icebreakers <http://www.businessstrainingworks.com/Icebreakers.PDF>
- *Growing Up Latino* By Ilan Stavans and Harald Augenbraum, published by Mariner Books
- Hispanic College Fund www.hispanicfund.org
- Hispanic Federation www.hispanicfederation.org
- Hispanic Heritage Foundation www.hispanicheritage.org
- Hispanic Scholarship Fund www.hsf.net
- Hispanic Tips www.hispanictips.com
- *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
- International Debate Education Association www.idebate.org
- Internet Resources for Latin America <http://lib.nmsu.edu/subject/bord/laguia>

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- Labor Council for Latin American Advancement www.lclaa.org
- Language Policy Research Unit <http://www.language-policy.org>
- Latin American Network Information Center <http://lanic.utexas.edu>
- *Latino Americans and Political Participation* edited by Sharon Ann Navarro and Armando Xavier Mejia, published by ABC-CLO, Inc.
- Latino Civil Rights Timeline <http://www.tolerance.org/activity/latino-civil-rights-timeline-1903-present>
- *Latino History and Culture* by Ilan Stevens, published by Harper Collins
- Latino Policy Coalition www.latinopolicycoalition.org
- *Latino Politics in America* by John A. García, published by Rowman and Littlefield Publishers, Inc.
- *Latino Politics* edited by Rodolfo Espino, David L. Leal and Kenneth J. Meier, published by University of Virginia Press
- Latino Studies Program at Cornell University <http://latino.lsp.cornell.edu>
- Latino Vote www.latinosvote.com
- *Latino/a Thought* by Francisco H. Vázquez and Rodolfo D. Torres, published by Rowman and Littleman Publishers, Inc.
- *Latinos in a Changing Society* edited by Martha Montero-Sieburth and Edwin Meléndez, published by Praeger Publishers
- *Latinos Remaking America* edited by Marcelo M. Suárez-Orozco and Mariela M. Páez, published by the University of California Press
- *Latinos Unidos* by Enrique T. Trueba, published by Rowman and Littleman Publishers, Inc.
- Leadership for the 21st century—a K-12 curriculum for teaching leadership skills across the curriculum www.doe.virginia.gov/VDOE/Instruction/leadership
- League of United Latin American Citizens www.lulac.org
- League of Women Voters of NYS www.lwvny.org
- Legislative Gazette (weekly newspaper of NYS government) www.legislativegazette.com
- Library of Congress www.loc.gov
- *Living in Spanglish: The Search for Latino Identity in America* by Ed Morales, published by St. Martin's Press
- Making Civics Real—a Workshop for Teachers (Annenberg Media) <http://www.learner.org/resources/series177.html>
- Mentoring Latino Leaders www.richardrramos.com/
- Mexican American Legal Defense and Educational Fund www.maldef.org
- Migration Information Source www.migrationinformation.org
- National Association of Latino Elected and Appointed Officials www.naleo.org
- National Council of La Raza www.nclr.org
- National Council of State Legislatures www.ncsl.org
- National Hispanic Institute www.nhi-net.org
- New York Immigration Coalition www.thenyic.org
- New York Latino Research Clearinghouse <http://www.tc.edu/latinoresearch>
- New York State Assembly-Senate Hispanic Task Force www.somoselfuturo.org
- New York State Assembly-Senate Puerto Rican/Hispanic Task Force 2007-2008 Corporate, Government and Non-Profit Sector Internship Directory & Scholarship Guide pages 30-42 www.somoselfuturo.org
- New York State Bar Association www.nysba.org
- New York State Constitution <http://www.dos.state.ny.us/info/constitution.htm>
- New York State Government www.ny.gov
- New York State Governor's website www.ny.gov/governor

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- Newsweek article: Saying ‘Adios to Spanglish’ <http://www.newsweek.com/id/74462>
- Numerous publications from Youth Communication www.youthcomm.org
- NYS Social Studies Curriculum www.emsc.nysed.gov/ciai/socst/pub/sscore1.pdf
- *Our Hispanic Roots: What History Failed to Tell Us* by Carlos B. Vega, published by Publish America
- Pamphlet - The Legislative Process and You (in English and Spanish) Assembly Information Office Room 932 LOB Albany NY 12248, Phone: 518-455-3791
- Pew Hispanic Center www.pewhispanic.org
- Puerto Rican Legal Defense and Education Fund www.prldef.org
- Resources from NYSED Civics Education Toolkit <http://www.emsc.nysed.gov/ciai/civics.html#100>
- *Ways to Build Teams* by Carol Scearce, published by IRI/Skylight Training and Publishing
- Scholarship Directory for Latino students www.latinocollegedollars.org
- Scholarship essay tips www.bestessaytips.com/scholarship_essay.php
- Scholarships for ALL students, regardless of immigration status www.maldef.org
- Scholarships for Hispanics www.scholarshipsforhispanics.org
- Senate Kids www.senate.state.ny.us/sws/kids2/index.html
- Smithsonian Latino Center <http://latino.si.edu>
- *Strangers Among Us: Latino Lives in a Changing America* by Roberto Suro, published by Random House
- Strategies to Succeed in Public Speaking www.school-for-champions.com/speaking.htm
- Summary, Q and A and motions chart www.robertsrules.org
- Teaching Debate to ESL students <http://iteslj.org/Techniques/Krieger-Debate.html>
- Teen Leadership-A program of the Flippen Group, College Station, Texas
- *Ten Steps to the Head of the Class: A Challenge to Students* by Samuel Betances, published by New Century Forum Inc
- *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 Congressional Hispanic Caucus Institute www.chci.org
- The Empire Page www.empirepage.com
- The Hispanic American www.thehispanicamerican.com
- *The Latino Advantage in the Workplace* by Mariela Dabbah and Arturo Poiré, published by Sphinx Publishing
- The Latino Coalition www.thelatinocoalition.com
- *The Latino/a Condition* edited by Richard Delgado and Jean Stefancic, published by New York University Press
- The New York Latino Research and Resources Network www.nylarnet.org
- *Thirty Million Strong* by Dr. Nicoláa Kanellos, published by Fulcrum Publishing
- *Translation Nation* by Héctor Tobar, published by Riverhead Books
- U.S. Census Bureau report “Hispanics in the United States” www.census.gov
- United States Hispanic Chamber of Commerce www.usfcc.com
- United States History and Government Bilingual Glossary http://www.litstudies.org/bilingual_esl/BilingualGlossaries

APPENDIX E

1. Have a student read the Angelo Del Toro’s obituary out loud as if he has just died. Ask students to share their thoughts. The facilitators/trainers may facilitate the conversation using people to people or popcorn style discussion.
 - What did you take away from the obituary?
 - What point struck you as significant?
 - Are the things that concerned the late Assemblyman Angelo Del Toro still issues today?
 - How can we honor/continue Del Toro’s dream?

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.

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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 prerequisites 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. However, he was re-elected to the Assembly ten times, when he narrowly defeated Nelson Antonio Denis.

Mr. Del Toro was a close political ally of former Democratic Assembly Speaker Mel Miller, from 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.

2. Facilitators/trainers show 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 PR/HYLI important?
 - On what does Del Toro's legacy depend?
 - Why are you here?
 - How can you contribute to the Angelo Del Toro's legacy?
 - If you are a returning student or a graduate of the program, how has participation in this Institute influenced your capacity as a leader?
3. Facilitators/trainers expand on the discussion by showing videos from the PR/HYLI website: <http://www.prhyli.org/>. (Videos are located under home page, Alumni Reflections, and videos.)

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APPENDIX F

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_shapes_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>

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

(Videos are located under home page, Alumni Reflections, and video tab.)

NOTE: 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 (11-12.3SL)

- 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?

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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 the purpose clear?
Point of View	Has the speaker identified the 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.
English Version:

<https://www.edutopia.org/pdfs/stw/edutopia-kipp-criticalthinking-lessonplansrubric-rubric-forspeech.pdf>

NOTE: Spanish version of this rubric is on page 67.

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Rúbrica para el discurso público: Presentación

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

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

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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.
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...”

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APPENDIX G

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 Hispanic and Black Students
- _____ High Hispanic drop-out
- _____ Budget Cuts/Decrease in school funding
- _____ Peer pressure
- _____ Dream Act Accessibility
- _____ Truancy
- _____ Corrupted school officers
- _____ Decrease in school supplies
- _____ Language barriers
- _____ School hours
- _____ Teachers’ lack of interest in students
- _____ Other(s)

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COMMUNITY

- _____ Ghetto neighborhoods (neglect)
- _____ Sanitation/garbage/pollution
- _____ Poor housing
- _____ Lack of Hispanic unity
- _____ Not enough recreational space
- _____ 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 LGBTQIAZ+ (sexual orientations, gender identity)
- _____ 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) _____

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The Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute
Bill # _____

SUMMARY:

FACTS:

RESOURCES:

PROS:

CONS:

APPENDIX H

ANGELO DEL TORO PR/HYLI MOCK 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 their voice is heard, even if they disagree 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* 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 their 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 objects 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.

Appendices

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. Mostly 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 super-majority $\frac{2}{3}$ votes, $\frac{3}{4}$ votes, more than $\frac{1}{2}$ of votes.

Appendices

Angelo Del Toro PR/HYLI Mock Assembly Script:

Majority Leader rises and addresses the speaker.

MAJORITY LEADER: “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 RISE!” (All delegates remain standing until they are asked to be seated after the Governor’s entrance).

SPEAKER: “Place the Colors”. (Color guard-delegates from multiple delegations).

SPEAKER: (Wait for the Color Guard to finish). “Let us begin our ____ Annual Angelo Del Toro PR/HYLI Mock Assembly session with the invocation presented in English and Spanish by (NAME OF STUDENT) a delegate from the _____ delegation”.

Invocation

SPEAKER: “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: Remain standing for the performance of the national anthem and the Borinquena by delegates from various delegations.

As soon as anthems are completed, color guard leaves the post.

SERGEANT-AT-ARMS: “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)!”

(Governor enters and moves towards the front podium)

SERGEANT-AT-ARMS: (A few moments after the Governor reaches the podium)

“Please be seated”. After Governor’s Speech...

SPEAKER: “Serving as today’s clerk(s) (NAME OF STUDENT(S)) _____ delegate(s) from the _____ delegation. The clerk will read the previous day’s journal...”

MAJORITY LEADER: “I move to dispense with the reading of the previous day’s journal”.
Speaker: “So ordered. Majority Leader _____.”

MAJORITY LEADER: Let me begin by outlining our scheduling for the day...” (Lays out agenda, beginning with any resolutions, and the order of the bills determined during majority caucus, read twice).

SPEAKER: “Clerk will read the resolution”. After each resolution, the speaker will take a vote. Take a vote. “All in favor of Resolution _____ say “ ‘AYE’ ” all opposed say “ ‘NAY’ ”. This resolution is passed/defeated.

(After all resolutions have been voted on).

Appendices

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.

Script for the Introduction of Guests

The introduction of any guests of members who are in the chamber. Guests are usually determined 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 in the service of time.

Here are some frames for introducing/recognizing special guests:

At this time, it is my pleasure to introduce the Chair (title), of the NYS Assembly and Senate Puerto Rican/Hispanic Task Force (entity), the Honorable Marcos Crespo (name).

Please join me in recognizing the presence of _____ in our chambers. On behalf of all of the delegations, thank you for witnessing this unifying moment in our lives.

SPEAKER: Resolution Calendar Number 1 (2,3,4, Etc.). Clerk Will Read.

CLERK: 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: On the resolution, all those in favor signify by saying aye. **[Those in favor shout aye.]** Those opposed no. **[Those against shout no.]**

The resolution is adopted. *OR* The resolution is lost.

[Speaker than proceeds to the next resolution on the calendar.]

Script for Debating Each Bill

SPEAKER: “Bill No. _____, clerk will read”.

CLERK: “Assembly Bill No. _____, by Assemblymember _____, (read summary of bill).

SPEAKER: (Ask the sponsor of the bill to rise) “Will the sponsor please rise?”

SPONSOR OF THE BILL (____): “Thank you Speaker of the House,” (sponsor reads justification and/or any brief comments).

SPEAKER: “I will now open the floor for questions to the Sponsor”.

Appendices

Questioning Period Overview

SPEAKER: Facilitates posing of questions and answering of questions during this period.

DELEGATES: If a delegate has question to pose, the delegate must rise, be recognized, then when recognized by speaker must follow introductory protocol and state: “Will the sponsor yield to a question?”

NOTE TO SPEAKER: If a delegate does not follow protocol then delegate must be called out of order and told to sit down.

SPEAKER: Assembly member _____ you may address the sponsor. Delegate will rise and state “Will the sponsor yield to a question?”

SPONSOR: “Thank you Speaker of the House, I will/I will not yield to a question.” Sponsor should yield to as many questions as possible.

SPEAKER: Assembly member you may pose your question/the sponsor will not yield to a question.

MINORITY LEADER: “I move we close the questioning period and open the floor to debate.” (Vote taken on opening debate).

SPEAKER: After motion has been seconded “A motion has been made and seconded to close the questioning period.” (Vote taken on opening debate and if someone calls ‘division’ then have the clerk count the vote)

“Clerk record the vote” give time for the count “Clerk announce the vote”. Depending on vote, open the floor for debate: “The floor is now open for debate”. Introductory Protocol: <https://prhyli.org/wp-content/uploads/2021/07/Introduction-of-Argument.docx>

Note to speaker: Call on Assembly members and make sure they are following protocol. Typical reasons to call the attention of a delegate:

OUT OF ORDER: low volume, communicating directly to another delegate instead of through speaker, etc.

ABUSE OF TIME: delegate is exceeding time limit “Assembly member you need to wrap up your thoughts.”

MINORITY LEADER: (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 debate. All those in favor say ‘Aye’ all those opposed ‘Nay’ ”...if division is called then have the clerk record votes and announce the vote to end debate. If assembly is in favor of ending debate then state:

“The floor is now closed to debate on bill # _____.

“Clerk, read the last section.”

Clerk: “This act will take effect on _____.”

Speaker: “All in favor of Bill No. _____” say ‘Aye’. All those opposed say ‘Nay’.”

If division is not called then state: “The ‘Ayes’/’Nays’ have it this bill has been passed/defeated!” bang gavel once 1X.

If division is called then state: “Clerk, record the vote”. (Give time for count) “Clerk, announce the results”.

“The ‘Ayes’/’Nays’ have it this bill has been passed/defeated!” bang gavel once 1X. Go through the script above for the remaining bills of the calendar.

NOTE: Assistant speakers are delegates that will assist in managing the speaker of the house post by acting as parliamentarians, selection of delegates to debate and maintain a smooth running session.

Appendices

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 seek recognition from the Speaker and wait to be recognized.
- Students only speak once on any particular bill.
- If a student has spoken once, they may not speak again during the PR/HYLI Mock 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.

Once debate is finished, the Speaker puts the bill to vote in the same manner as with a bill on consent. Start the script at the point where the Speaker instructs the Clerk to read the last section.

Closing Session:

SPEAKER: “Majority Leader _____”.

MAJORITY LEADER: “I move the _____ Annual Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute Mock assembly be adjourned until next convened.”

SPEAKER: “On the Majority Leader’s motion the House stands adjourned.” (BANG GAVEL 3X).

Delegate serving as speaker may close the session with a short reflective speech.

Appendices

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, they 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 and then move the previous question. This allows the member to voice their position, while preventing others from debating or providing a rebuttal.

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

MEMBER: Mr. Speaker, I move the previous question.

SPEAKER: Shall the main question now be put? Record the vote. **[The Speaker will pause here to give ample time for everyone to vote.]**

Are there any other votes? **[If no one says anything, proceed.]** Announce the results.

CLERK: Ayes 107, Noes 43 (as an example result)

SPEAKER: The previous question is ordered. **[The Speaker now puts the bill up for a vote as normally.]** OR The previous question is lost. **[Debate then continues.]**

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 monitor 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 they will rule on your objection.

Appeal from the Decision of the Chair:

Whenever the Speaker rules against you, either on their own or as a result of a point of order, you have the ability to appeal their 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.

MR. SMITH: Mr. Speaker, I appeal from the ruling of the chair.

SPEAKER: Mr. Smith appeals from the ruling of the chair. Please proceed with your explanation. **[Mr. Smith explains why he does not believe he was in engaging in personalities.]**

SPEAKER: 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; those voting no vote to override the ruling of the chair. Record the vote... **[The Speaker will pause here to give ample time for everyone to vote.]**

Are there any other votes? **[If no one says anything, proceed.]** Announce the results.

CLERK: Ayes 107, Noes 43 (as an example result).

SPEAKER: The ruling of the chair is sustained. OR The ruling of the chair is overridden.

Appendices

Appendix I

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 - Thanks all speakers and participants. Outlines the schedule and program for the rest of the evening and for the next day. Also addresses the group with an enthusiastic attitude and may share with them a brief summary of the day.

SUNDAY - MOCK ASSEMBLY

Speaker of the Assembly

The Speaker of the Assembly presides over the Angelo Del Toro PR/HYLI Mock 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 non-privileged 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 makes 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.

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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.

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 their voice.

Color Guard

The group of persons, 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 a vital part of many flag-saluting ceremonies in the U.S.

The Pledge of Allegiance to the Flag¹

"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 PR/HYLI.

Invocation

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

Appendices

Governor

As the chief executive of the State of New York, the Governor’s role in the Angelo Del Toro PR/HYLI Mock Assembly is to reflect all of leadership qualities that embody the Institute is about. In their address to the Assembly, they should seek to build bridges. In order 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 their 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”. They 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 their 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 their responsibility to preside over the party caucus prior to the Angelo Del Toro PR/HYLI Mock Assembly session. They are responsible for setting the party’s position on any particular bill. The Majority Leader is responsible for setting the agenda for the session and 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 their ideas clearly. They should be able to bring about consensus within their party. Just like the Speaker, they should be an attentive listener and decisive. They should also be able to identify the strengths in 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 PR/HYLI Mock 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 their responsibility to preside over the party caucus prior to the Angelo Del Toro PR/HYLI Mock 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 their ideas clearly. They should be able to bring about consensus within their party. Just like the Speaker, they should be an attentive listener and decisive. They should also be able to identify the strengths in 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 PR/HYLI 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 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 their respective leader in the caucus and on the Assembly floor. The student in this role should be firm, but not domineering. They should be able to build and work within teams, assisting the leaders in identifying the best Assembly Members who reflect the party position for each bill.

Appendices

Element	Guidelines	Questions to Consider
<p>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.</p>	<p>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.</p>	<p>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?</p>
<p>Purpose Your purpose is your goal, your objective, what you are trying to accomplish. The term also includes functions, motives and intentions.</p>	<p>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.</p>	<p>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)</p>
<p>Question at Issue The question lays out the problem or issue and guides our thinking. When the question is vague our thinking will lack clarity and distinctness.</p>	<p>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.</p>	<p>What is the question I’m trying to answer? Is there a better way to frame this question? What important questions are embedded in this issue?</p>

Appendices

Element	Guidelines	Questions to Consider
<p>Information</p> <p>Information includes facts, data, evidence or experiences we use to figure things out. It does not necessarily imply accuracy.</p>	<p>Restrict your claims to those supported by the data you have.</p> <p>Search for information that opposes your position as well as the information that supports it.</p> <p>Make sure that all information used is clear, accurate and relevant.</p> <p>Make sure you have gathered sufficient information.</p>	<p>What information do we need to answer our question?</p> <p>What data are relevant to this problem? (Relevance)</p> <p>Where can we find the information/data we need?</p> <p>How do we know this data/information is accurate? (Accuracy)</p> <p>Is this data/information relevant to our purpose? (Relevance)</p> <p>Do we need to gather more information? (Depth and Precision)</p>
<p>Concepts</p> <p>Concepts are ideas, theories laws and principles or hypotheses we use in thinking to make sense of things.</p>	<p>Identify key concepts and explain them clearly.</p> <p>Consider alternative concepts or alternative definitions of concepts.</p> <p>Make sure you are using concepts with precision.</p>	<p>What idea am I using in my thinking? Is this causing problems for me or others?</p> <p>Are you using this term in keeping with established usage?</p>
<p>Interpretation and Inference</p> <p>Inferences are interpretations or conclusions reached. Inferring is what the mind does to understand an issue or problem.</p>	<p>Infer only what the evidence implies.</p> <p>Check inferences for their consistency with each other.</p> <p>Identify assumptions underlying your inferences.</p>	<p>Is my inference logical?</p> <p>Does this interpretation make sense?</p> <p>Given all the facts, is this the best possible conclusion?</p> <p>Is there an alternative plausible conclusion?</p>

Appendices

Element	Guidelines	Questions to Consider
<p>Assumptions</p> <p>Assumptions are beliefs you take for granted. They usually operate at the subconscious or unconscious level of thought.</p>	<p>Clearly identify your assumptions and determine whether they are justifiable.</p> <p>Consider how your assumptions are shaping your point of view.</p>	<p>What are we assuming or taking for granted?</p> <p>Do we have evidence to support our assumptions?</p> <p>How strong is that evidence?</p>
<p>Implications and Consequences</p> <p>Implications are claims or truths that logically follow from other claims or truths. Implications follow from thoughts. Consequences follow from actions.</p>	<p>Trace the implications or consequences that follow from your reasoning.</p> <p>Search for negative as well as positive implications.</p> <p>Consider all possible consequences.</p>	<p>What is likely to happen if our recommendations are followed?</p> <p>What is likely to happen if nothing is done?</p> <p>Have we fairly addressed these issues in our presentation? (Fairness)</p>

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.

Appendices

Appendix K

MEANINGFUL & EFFECTIVE ADVOCACY/CIVIC ENGAGEMENT

1. Show students where to find information about their representatives. The facilitators/trainers facilitate 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 their 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. Use the video “Civic Action Project - Connecting Your Issue to Policy” to show students how they can influence local policy.
<https://www.youtube.com/watch?v=qQE-IpY9fQg&feature=youtu.be>
 For more information about the CAP Project, refer to the following site:
<http://www.crfcap.org/>

3. Having 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/Latino Advocacy Groups (See page 92) 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 your thinking change as you researched the issue?
 - What ideas were confirmed?
 - What ideas changed?
 - What have you learned about your thinking about various issues.?

Appendices

Hispanic Advocacy Groups

Hispanics in Philanthropy (www.hiponline.org)

Students read through the list of the various issues addressed by Hispanic Advocacy Groups. They highlight or underline the issues that they consider meaningful and feasible for their group. Some examples of organizations are listed below.

1. Centro Presente and a coalition of social justice groups have advocated effectively for immigrant rights, preventing the Commonwealth of Massachusetts from signing on to the federal “Secure Communities” program. The purpose of the program is to target criminal immigrants for deportation, but the ACLU has found that the majority of people deported through the program are non-criminals, raising concerns that the program encourages racial profiling. Centro’s fight against the program continues, with immigrants planning to converge for a rally in front of Boston City Hall on Valentine’s Day.
2. The Chelsea Collaborative helped reverse a proposed realignment of election districts that would have split areas of Chelsea among three state representatives. Both HIP grantees indicated that mobilizing Hispanic communities was a key element in their campaigns. The Collaborative, which has conducted voter registration and voter outreach activities, started by polling Chelsea City Council candidates at a community forum. “We did a huge outreach,” Finance Director Dora Santaniello recalled. “We had meetings, we called on our community volunteers to gather signatures,” and presented more than 800 petition signatures and 150 individual letters opposing the change to the redistricting committee.

National Council of La Raza (<http://www.nclr.org/issues/>)

Economic Issues

1. We work toward policy change that would hold banks and lenders more accountable to Hispanic families, protect against deceptive lending practices, and increase access to financial products such as banking and retirement accounts.
2. We support the Earned Income Tax Credit and the Child Tax Credit, and call for protecting and expanding refundable tax credits.
3. We support raising the federal minimum wage to \$12 an hour.

Education

4. We work with practitioners, policymakers, and advocates to provide students with the support and resources necessary to succeed.
5. We promote and implement initiatives focused on access, transition, and completion in higher education with an emphasis on equity.

Voting

6. We fight against threats to voter accessibility and advocate to make voter registration easier for all.
7. We work to expand Hispanic civic engagement by helping eligible immigrants become citizens, citizens become voters, and the community overall participate in the policy debates that affect us. We have helped register more than 500,000 voters through continuing nonpartisan voter registration and get-out-the-vote programs.

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Immigration

- 8. We support comprehensive immigration reform legislation that:
 - a. Broadens pathways for people to enter the country legally to work and reunite with their families;
 - b. Provides an accessible path to citizenship for undocumented immigrants;
 - c. Combines these measures with smart enforcement that improves safety, supports legal immigration channels, prevents discrimination; and
 - d. Achieves the successful integration of immigrants into our society.

Health

- 9. We support policies and develop programs to increase the opportunity and ability for Hispanics nationwide to live healthy lives no matter where they live, their economic circumstances, or their cultural background.
- 10. We work to increase the number of Hispanics who have quality, affordable, and accessible coverage.
- 11. We partner with organizations to promote healthy eating, reduce hunger, and boost awareness of programs on nutrition and disease prevention in the Hispanic community.

Justice

- 12. We support criminal justice system reform that decreases the disproportionate number of Hispanics in the juvenile and adult systems, creates more opportunities to prevent youth from falling in the system, leads to fairer sentencing, encourages rehabilitation, and reduces re-incarceration.
- 13. We support state and federal sentencing reform to reduce mandatory minimum and disparate drug sentences. The country agrees - 8 in 10 Americans favor eliminating mandatory minimums for nonviolent offenders.
- 14. We also advocate for enhanced programs and services for ex-offenders to reintegrate successfully into society.

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)

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Taking Action

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:

http://www.ccnnewyork.org/issues/?gclid=Cj0KEQjwqZKxBRDBkNmLt9DejNgBEiQAq8XWPm-4LSDzH9i35tYnCfktMpxvjSFGis_kSu9tY8pwcQaAm5p8P8HAQ)

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

Provide information on issues.
Introduce communities and constituencies to the legislators who represent them.
Produce relevant resources that reflect the real story of your community.
Educate the community on the issues.
Inform the electorate on the issues.
Mobilize for your cause.

- 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 at issue	Action to be taken

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Step 3. Students identify the target audience and influences that affect it. (Point of View)

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.

Students identify their target audience by determining who has the power to make the change suggested.

- 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:**

Students consider all those affected by the proposal, allies with different *points of view*, and opponents. They unpack *assumptions* and *purposes* of the various groups to determine how to address them.

- 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?

Consider Your Audience: Use information from the chart on page 97 to think about your audience.

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		

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Step 5: Students prepare to communicate effectively, using the Elements of Thought and Intellectual Standards of Critical Thinking (Appendix J).

- 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. 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?

Point of View	Strengths	Weaknesses

- How will you acknowledge other *points of view* and distinguish them from your own?

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 their 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*?

• Students Draft and Revise the Presentation:

- Students explore possible ways to communicate the message.
- Students engage in peer review to determine which draft is most effective, using the criteria established on the rubric on pages 104 -105.
- Students use peer review to refine the selected draft.

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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.	<p>I introduced the topic or presented an opinion.</p> <p>I am opposed to the Patriot Act.</p> <p>The Patriot Act was created because of terrorism.</p>	<p>I introduced precise claim(s).</p> <p>The Patriot Act is unconstitutional because it violates our rights.</p>	<p>I introduced precise claim(s), and distinguished the claim(s) from alternate or opposing claims.</p> <p>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.</p>	<p>I introduced precise claim(s), distinguish the claim(s) from alternate or opposing claims in a way that relates to the audience.</p> <p>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.</p>
<p>W.1.A Create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>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.</p>	<p>I presented a series of statements which were loosely related.</p>	<p>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.</p>	<p>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.</p>	<p>My presentation is coherent and uses organization, vocabulary and transitions to move the audience to action.</p>

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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 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.

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Appendix L:

CULTURE

1. The facilitators/trainers show students the video “What Do Latinos Look Like?” <https://www.youtube.com/watch?v=FyK77GPO2O8>

Debrief the video using the following questions:

- What message does this video convey?
- What binds us all together (culture, language, values, experiences, etc.)

The facilitators/trainers may use this video as a model for their delegation’s video of PR/HYLI students. Theme: Together we can achieve Del Toro’s dream.

2. Acknowledging the contributions of Hispanics: The facilitators/trainers use a set of Index cards with the names of Hispanics who have contributed to different aspects of society (Update the cards each year). 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 are:

Dolores Huerta, Mexican
Civil Right Activist and labor leader who co-founded what would become the United Farm Workers

Soledad O’Brien, Irish & Afro-Cuban descent
Broadcast Journalist on CNN

Sofia Veragara, Columbian
Actress (Modern Family)

Mario Vargas Llosa, Peruvian
2010 Nobel Prize laureate in Literature

Mario Molina, Mexican
1995 Nobel Prize for Chemistry

Oscar De La Renta, Dominican
Fashion designer

Tito Puente, Born in NYC (Puerto Rican parents)
Congo drum player for the band, Mambo Kings

Sonia Sotomayor, Born in NYC (Puerto Rican parents)
First Latina Supreme Court Justice in U.S. History (2009)

Alexandria Ocasio-Cortez, Born in NYC (Puerto Rican parents)
Democratic Youngest Woman elected to Congress (2018)

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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.

3. Immigration/Migration Time-line: The facilitators/trainers create a time-line of events in US and Latin America. Ask students to identify when they/their family came to this country. Have students connect the family’s decision to immigrate to the US with events occurring at that time. Debrief by asking students if they see any patterns in the events and waves of immigration.

4. The facilitators/trainers provide a variety of works, videos, poems, rap (see links on the following pages) to allow students to choose the genre, style, form, etc. to create their “I Am” works.

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 Renteria*

A. The facilitators/trainers review 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 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; 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?

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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. 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 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 south Mexico.)

Thus, Hispanics can be of any race, any ancestry and any country of origin. Hispanic 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 origin make up 16.7 percent of the U.S. population - the largest of all minority groups in the U.S. - except Hispanic American is not among the races to choose from.

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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 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, answers to these questions would pay off because there are over 38.5 million Hispanics 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 cyber-population 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 they 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;

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and Mexicans, Cubans, Puerto Ricans, Central and South Americans watching movies made by Academy Award winner Pedro Almodovar, 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 Hispanic 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

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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**

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“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 every thing 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**

“For me it's taking care of my grandmother in her old age and listening to her stories. It's having Saturday morning breakfast with my aunts and uncles - whoever speaks the loudest is the one who gets to be heard. It's speaking to my baby niece Iris in Spanish. It's a legacy of love. It's almost like when we say it in Spanish it has a meaning that goes back many generations to people who loved you - people who never even met you. Being Latino means working hard, loving hard, and believing that there is a higher power with the last word. Being Latino means eating your grand-mother's tortillas and tasting the love. You just can't do that in English. Being Latino is being a active participant in your family. Their problems are your problems. Their triumphs are yours.”

—**Jade Esteban Estrada, San Antonio-based actor/singer/comedian**

6. The facilitators/trainers show 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-experiences-us_560ee95ee4b0768127020f40 (2:37)

The facilitators/trainers debrief 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 discussion.

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7. The facilitators/trainers show the poem by Alma Flor Ada and F. Isabel Campoy: Have students read and discuss the poem. Then encourage them to write their own poems, using this one as a framework.

*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 Diago,
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.*

8. The facilitators/trainers provide the following links on rap lyrics for students to produce their own "I am Poems".

"Self-Aware": <https://www.youtube.com/watch?v=3LiwIPbieOY>

Lecrae-Identity Ft. Da T.R.U.T.H and J.R with Lyrics - YouTube
<https://www.youtube.com/watch?v=Y7W4l0tQZps>

Identity Rap- YouTube

<https://www.youtube.com/watch?v=mNxaJC1WYiI>
<https://www.youtube.com/watch?v=mNxaJC1WYiI>

Appendices

NOTE: Gathering information to create your own poem/rap lyrics.

Consider where you can gather information that will enhance your poem.
(parents, grandparents, Internet, local organizations or churches, etc.)

Possible poems

My name is...

My story...

In my closet...

When I dream

I come from...

(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-experiences_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:

<http://www.pewhispanic.org/2012/05/30/a-conversation-about-identity-tell-us-your-story/>

Appendix M

BILLS FOR CONSIDERATION

Please refer to the statewide PR/HYLI website (<http://prhyli.org/>) for a list of bills for the current year’s training sessions and Institute.



Angelo Del Toro

PUERTO RICAN | HISPANIC YOUTH LEADERSHIP INSTITUTE



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

QUEST  R III