

Know Your Government Conference 2023

Media and Politics



“Think Before You...”

Local Preconference Meetings begin Winter 2022

**Conference Event:
Wenatchee Convention Center
February 18-20, 2023**

Media and Politics

Since the arrival of the internet, and the emergence of social media and smart phones, our culture lives in a state of media-saturation, some might argue over-saturation. Political parties and politicians have not missed the opportunity to utilize all forms of media as they identify issues platforms to run their elections on and engage in debate with competing parties. The further growth and commercialization of cable news networks has created vast opportunities for Opinion Editorial to center itself as a form of news-reporting.

This year, **Know Your Government** delegates will learn about media bias, how to identify the difference between facts and opinions, and how to create a space for dialogue on issues that have multiple perspectives.

Delegate Teams will practice deconstructing media messages and news programs to identify whether the reports they are hearing contain bias, or fairness and balance. They will practice fact checking in multiple sources by reviewing and discussing multiple sources of current news stories. Finally, they will create a balanced multi-media news report of their own to share at the conference in Wenatchee in February.

Through this lively and engaging process delegates will learn:

- *Learn that there are multiple forms of news media, that have different strengths and weaknesses*
- *Practice fact-checking and looking for the sources of news stories*
- *Look for balance and fairness when reviewing media messages*
- *Learn how to recognize biased and one-sided messages, as well as becoming aware of their own biases*
- *Utilizing a free media is a constitutional promise of democracy AND a responsibility of citizenship*

The 4-H Know Your Government CONFERENCE

— *for ages 14-18* —



Know Your Government (KYG) is a hands-on learning conference focusing on a specific aspect of government. It provides a structure for clubs and classroom groups to engage in an immersive civic experience. The conference topic and curriculum change yearly to keep it relevant to current events and issues.

Themes:

- Campaigns and Elections
- The Judicial System
- Bills, Laws and Legislation
- Media and Politics

October – February

In preparation for KYG, youth delegates participate in 3 to 5 **local orientation sessions**. A curriculum is provided that outlines the learning objectives for each of these orientation sessions. An adult Delegation Lead typically manages those orientations, reviewing and gathering resources for the activities outlined in the 4-H KYG Curriculum and helping teens schedule and run their preparatory meetings. Often, the actual conference agenda expects youth to assume roles/jobs and to be fully engaged in their project. The Delegation Lead and Adult Resource people are the key to the teen's success through preparing, practicing, and helping them carefully select their responsibilities.

Because each year is different, it is **important to review the orientation curriculum** and take note of the specific learning objectives. These identify skills that delegates will need in order to function effectively and confidently while at KYG. The curriculum includes suggested activities that you may incorporate to make the experience 'hands on' to assist the youth in developing life skills. Estimated times for activities have been suggested.

You can Zoom in to the Statewide KYG Coordinator's office hours during the preparatory season (mid-November to January) with any questions you have about getting your group ready for the conference.

Wednesdays 11AM-12PM, 11/23/22 – 1/18/23 <https://wsu.zoom.us/j/96686286603>

For more information: dorothy.elsner@wsu.edu

February

Know Your Government is statewide conference that is held in varying locations around the state, refocusing every alternate year in Olympia, WA. While at the KYG conference, youth participants are engaged in a series of smaller-group scenario activities that generally build to a large-group, culminating experience. (Parties competing in an election, for example.)

During the Conference, **Local Delegate Meetings** are scheduled to take place at the end of each day, just before delegates go to their own rooms for the night. The purpose of the Local Delegate Meeting is to offer a time for delegates to reflect and apply lessons from the day, go over the agenda for the next day, and make sure they get into their own rooms by lights out. This will also be an opportunity for members of the Planning Committee to visit your delegation and answer any questions.

In our effort to encourage Responsible Citizenship, students at the KYG Conference will participate in a **scheduled community service opportunity**. All details will be provided to you prior to the conference.

Logistics

Delegations should confirm with their local County Extension office when registering.

<https://extension.wsu.edu/locations>

There is a cost for registration and an additional cost for the hotel room, which is paid by each delegate and chaperone. The average cost of the conference is usually \$350.00.

Transportation to and from the conference is not included in this estimate, and is usually the responsibility of each delegation.

Where you Fit In:

County Extension Staff and Faculty are responsible for promoting the Know Your Government Conference in their jurisdictions.

Delegate Lead is a local volunteer, staff or teacher that guides a specific group of delegates in preparation of the conference.

Conference Facilitators are older teens who are mentored by the KYG Core Committee to help lead their peers through the conference event.

Adult Resources are “Super Chaperones” that are expected to have a participatory role during the Conference

The next KYG Conference "Think Before You..." focuses on politics and the media. It will be held in Wenatchee, Washington in February 2023. For more info, visit

<https://extension.wsu.edu/4h/youth/kyg/conference-information>



Extension programs and employment are available to all without discrimination.

Evidence of noncompliance may be reported through your extension office.



What Really Counts
(e.g. what will help the teens get the most from this adventure?)

Youth Adult Partnerships

The 4-H Know Your Government Program and its success is dependent on the contribution offered by our many coordinators and adult resources throughout the state. Because of this, it is natural that the fostering of youth-adult partnership is one of the foremost objectives of KYG.

When developing a youth/adult partnership, the most effective way is to view *youth as resources*. The perspective acknowledges that adults and young people can share any leadership and decision-making roles involved. This may mean that both young people and adults need to learn the skills necessary for shared leadership. One of the key ways we can encourage this in 4-H is by considering youth as full partners and resources in our work; adults and youth working together in all kinds of ways, from decision-making to program planning. **We want to view youth as resources to our programs and consider participation as part of their responsibility.**

Adults play a key role in supporting youth involvement. *This is not an opportunity for us to stand by and watch.* We must be involved in creating safe spaces and structures that help youth in the process of becoming full partners. As we seek to build life skills through this 4-H program, please implement some of the following suggestions as you partner with your county delegates:

- Include the delegates in the implementation of this curriculum
- Ask for their assistance by having them lead discussions and/or facilitate the meetings
- Ask for their input with technology; they use many tools daily that adults seldom use.
- Ask them to contact local speakers or develop a list of questions to ask experts
- Ask for one to oversee your 'breakfasts' by setting up a list of items needed and they having other members sign up to contribute

For a student to gain as much as possible from the learning experience, it is critical that pre-conference meetings contain the following pieces:

- 1. A structured meeting**
- 2. Intentional focus on life skills development**
- 3. Reflection and application opportunities are provided**

The structured meeting is to provide a consistent process for engaging youth in activities and discussions that will increase participation and a positive learning experience. By having a consistent meeting structure, youth become comfortable with the process and more engaged in the discussion. When running a youth meeting, resources that make conducting a meeting easier will ultimately lead to an increase in learning and make the Adult Resource's role easier.

The following is a summary of how we will be utilizing these pieces through the curriculum this year. The outline in the KYG Curriculum includes all these piece. Please do not 'skip' any of them.

Teambuilding or Community Builders:

Purpose: fun activities to begin your meetings; help members to get to know each other better and feel comfortable with each other to foster a sense of group connection. Even if your members know each other already, these introductory activities set a great, relaxed, environment for learning and begin the process of creating a safe environment in which the group can learn to give and receive support. This is an excellent way to give older KYG delegates a chance to lead some of the activities

Group Agreement:

Purpose: To create a safe learning environment where groups work on behaviors that support successes. Groups will establish and agreed-upon code of behavior, which identifies what behavior the group individuals expect from each other to work together effectively and safely. This declaration of working rules or principles fully values each group member.

Learning Support: Life Skills, Experiential Education:

Purpose: Improves learning and keeps the focus on life skill development. One role of the KYG County Coordinator/Adult Resources is to create an atmosphere of learning. Practicing intentional life skills focus, experiential learning, Do-Reflect-Apply, and positive youth/adult partnerships will help create the positive learning.

Content:

Purpose: to teach the civic learning materials and other subject support materials in the curriculum.

Business:

Purpose: Business items include all the details of KYG: scheduling meetings, fundraising, logistics, travel, locations, registrations and payment, etc.

Compliments and Appreciations:

Purpose: reinforce positive events and experiences and build a caring and supportive environment. Focus is on what each one does personally, and collectively, to help the group get along, produce the outcomes, and have a great experience. When Adult Resources and participants point out what is working well, group members notice and appreciate their strengths and positive contributions, which foster continued positive behavior. Chaperones should model this behavior by observing what the group does well and praising the group for their strengths and achievements, both big and small.

Closing/Reflection:

Purpose: Provides meeting closure and provide participants with an opportunity to reflect on their experiences from the day, as well as what they learned and what ideas they have for learning improvement. These reflection exercises are usually calm, relaxing activities that finish the day on a positive note. **Reflection exercises should include: What? So, What? What Now?** To help the group members make meaning out of direct experience.

- **What?** Describe an event or experience; for example, "WHAT happened in our meeting, or your interview, or researching on the internet today, or with your assigned life skill today".
- **So, WHAT?** Highlight the meaning or impact of the experience; for example, "So, WHAT did you learn in that activity or that life skill? "
- **Now WHAT?** Connect the experience to a next step; for example, Now WHAT will you do with that learning or life skill? Where, how, when will you use it?"

You may ask, "Do we really have to do everything in this curriculum?"

Every year, someone mentions how ambitious the pre-conference curriculum is, in that there is too much to do. Inevitably, someone asks us to highlight the important activates so they can focus just on those. **We feel the activities provide topics all delegates need familiarity with to participate fully at the conference. Knowing time is precious; the curriculum focuses only on the things delegates need to know to:**

- Become familiar with the content of the civic focus for this year
- Learn and practice the skills outlined in the program goals/objectives
- Be prepared and confident to use the knowledge they have gained and skills they have learned at the conference on a new and more challenging project/problem
- Intentionally strengthen and practice the focused life skills

Meeting 1: Introduction

Activity 1: Introductions and Teambuilding

Use an icebreaker/teambuilding activity; either the one below or one of your own.

Have 4-H members pick partners, interview each other using the following questions, and then introduce your partner to the group.

- a) What is your name?
- b) Why are you interested in attending this conference?
- c) What do you want to learn?
- d) What can you contribute to this group?

Activity 2: Overview of the conference:

- The conference will be February 18th-20th in Wenatchee, WA. Delegates will arrive on the afternoon of the 18th (Saturday) and leave on the afternoon of the 20th (Monday).
- Conference goals: to meet and work with peers from around the state, learn how media effects politics (and vice versa), and how to engage in civil discourse with others.
- The topics we will cover this year:
 - Social media vs. traditional news
 - How to be a thoughtful consumer of news
 - Biases (or “slants” in the media)
 - How politics come into play with the above
- Conference project: At the conference, delegates will be expected to present a piece of video media that they and their county created on a local news story. Make sure to pick an issue that people in your area (city, county, or state) have differing opinions on. You have the freedom to format this video however you think will get information across to

the viewer most effectively. This means that, a significant amount of pre-conference meetings should be spent brainstorming and storyboarding your news broadcast.

- **For the AR:** Since most (if not all) of your delegates will be unfamiliar with what a KYG conference looks like, please share your own conference experiences with them. Keep in mind as you share that this conference will look different than past years.

Activity 3: Group Agreement

For the AR: Distribute one note card per participant. Tell them the following directions:

- Write these words on the note card (do not write your name):
 - “hopes” on one side
 - “fears” on the other side
- On the side that has “hopes,” have participants write a response to this question:
 - What are your hopes for what would have to happen to make the Know Your Government sessions a terrific experience?
- On the side that has “fears,” have participants write a response to this question:
 - What are your fears of what could happen that would make the Know Your Government sessions a terrible experience?
- Collect and redistribute the cards. Do not worry if someone gets their own card. Have them go around in a circle and read the hopes listed on the card and write them on flipchart paper as they read them out. Then go around a second time and have them read the fears, again writing them on flipchart paper.
- Developing their group agreement
 - Building from the lists they have formed, have them come up with behaviors, attitudes, or actions that build on the “terrifics” and avoid the “terribles.”
 - Have suggestions to combining principles and narrowing the list down to five or less
 - Have a student re-write the group agreement and have everyone sign or stamp their fingerprint on the agreement- committing themselves to follow these guidelines for the positive benefit of each member and for the whole group.
 - Bring to the KYG Conference for use during county meetings.
- As a reminder, here is the list of ground rules. Source: Glen Singleton’s Courageous Conversations About Race
 - Speak your truth

- Stay engaged
- Expect to experience discomfort
- Be aware of intent, own your impact
- Accept and expect non-closure
- Remain open to new thinking

Activity 4: Discussion

- Think, pair, share: how do you get your news? Social media, your parents, newspapers, TV, your friends?
- What traditional news outlets do you know of or have read/watched?
- **For the AR:** Show video about social media vs. traditional media. This is a broad video that includes some vocabulary we will be going over later. Link:
<https://www.youtube.com/watch?v=q-Y-z6HmRgl>
- What did you think about that video? Do you think it's true that there's an overflow of information in the world right now?
- How can we sift through that information to get as close to reliable news as we can?
- **For the AR:** Guide the students to the conclusion that we need to find a few reliable sources that have different points of view in order to get the best information we can.

Activity 5: Project

- **For the AR:** Depending on how much time you have left, ask the students which roles they would like to take on for the project. Important roles include, but are not limited to:
 - Script writer
 - Anchor
 - Interviewer
 - Cameraman
 - Location scout
- Be on the lookout for local stories that can become a broadcast!

See you at the next meeting!

Announcement: Our two Zoom meetings will be January 21st and February 4th at 2:30pm.
Please don't miss them!

Meeting 2: Media Bias and How News is Made

Activity 1: Telephone Icebreaker

- Ask the delegates to sit or stand in a circle.
- Select one delegate to start the telephone by silently thinking of an odd sentence or phrase.
- Instruct the delegate to whisper that odd sentence or phrase into the ear of the delegate sitting to their right.
- The delegate who receives the sentence or phrase is not allowed to hear it more than once. They must repeat what they heard (or thought they heard) to the student on *their* right.
- Continue this pattern until the sentence or phrase is whispered in the ear of the last delegate in the circle. That delegate will not continue the pattern but will say what they heard out loud so that everyone can hear how the sentence changed during its trip around the circle.

Activity 2: Discussion

- What is bias? Bias is a worldview based on our beliefs or experiences that causes us to feel an inclination or prejudice for or against someone or something. Everyone has a bias even if they aren't aware of it.
 - **For the AR:** Give an example of a bias you have (e.g., biased toward eastern Washington because you've lived there all your life, biased against Hondas because you got in an accident in a Honda once, etc.)
- Think, Pair, Share: What are some biases you think you have?
 - **For the AR:** Once the kids are done sharing with their partner, ask them to share with the group what biases they came up with.
- In the media, bias is often called a *slant*. A lot of journalists try their best to keep their work from having a slant, but it's impossible to avoid entirely. When the news is reported through such people, messages can become increasingly garbled as they go. It's like the telephone game: one person with one type of bias gives information to someone with another type of bias, and eventually the information has warped from being passed through so many different worldviews. This is especially true of political news because people usually have their own opinion about politics.

- What are ways that we can avoid bias in our project?
- **For the AR:** Show video about how news is made:
<https://www.youtube.com/watch?v=AtdiXiD3QxU>
 - How did the people in the video avoid bias?
 - **For the AR:** delegates should arrive at the conclusion that interviewing people, especially people with different opinions, is valuable because you challenge your own worldview, and you get closer to the truth of the story.

Activity 3: Project

- Did anyone find a local news story that they want to use for our project?
- Make sure to find a story that has different opinions to incorporate so that community members can participate by being interviewees.
- How will we organize our news broadcast so that we can get the information across to the viewer in the most fair and objective way possible? How can we incorporate the differing opinions on the topic?
- Storyboarding
 - **For the AR:** Use a flipchart or a white board to begin plotting out the news broadcast. Where will we film our first shot? Who will be in the shot? What will they be saying?

See you at the next meeting!

Announcements: Our two Zoom meetings will be January 21st and February 4th at 2:30pm. Please don't miss them!

Meeting 3: Media and Politics

Activity 1: Icebreaker

Use an icebreaker/teambuilding activity, either the one below or one of your own.

Rock, Paper, Scissors Entourage

- Have each student stand up and find a partner.
- Instruct the partners to play rock, paper, scissors with one another.
- Whoever loses will stand behind the winner and follow them while they play against a winner from another pair.
- Continue this pattern until there are two students left, each with a line of losers behind them.
- Have the two final students play against each other to determine the ultimate champion.

Activity 2: Discussion

- How does the media affect politics?
- **For the AR:** Show the two headlines about the new UK prime minister, Rishi Sunak on pages 10 and 11.
 - These were run on October 25th, 2022, the day he was chosen to take over for Liz Truss. Her plans for the economy had failed so badly that she resigned, and another member of her conservative party was chosen to take over.
- Think, pair, share: what is the difference between these two headlines?
 - **For the AR:** Guide the students toward these answers: that the words “fractured” and “battered” in the New York Times headline might inadvertently give readers a negative impression of this new prime minister ship. Additionally, the Wall Street Journal doesn’t give as much space on their front page to the headline. What could that mean?
 - Although both of these newspapers are well known and well respected, the Wall Street journal leans a bit conservative, and the New York Times leans a bit liberal. These leans aren’t a bad thing in themselves because they can provide different perspectives, but it **might be** the reason that the New York Times uses more negative words for a conservative prime minister.

- If you read the New York Times headline on the morning of October 25th, how would you feel about Rishi Sunak? How would you feel if you read the Wall Street Journal headline?
- So, if wording can affect the reader's opinion even when it comes to two well respected newspapers, what about social media? What sort of effect does social media have on you and your family's/friends' political opinions?
 - **For the AR:** Show the twitter screenshot on page 9.
 - If you read Nazir Afzal's opinion before you read the newspaper, how would you feel about Sunak becoming prime minister?
- Sometimes, wording is deliberately chosen to make readers feel a certain way.
 - When messages in any form are sent by a government that are meant to sway their own or another country's people, it is called propaganda.
 - **For the AR:** Show the two pieces of propaganda on pages 12 and 13.
 - Think, pair, share: What are the messages these posters are trying to send? How are they achieving their goal?

Activity 3: Project

- **For the AR:** This section will look different depending on what sort of progress has been made on your project. Perhaps you will need to do some filming, or storyboarding, or script writing.
- How can we apply what we discussed above when we're filming our broadcast? Are there any words in our script that seem too opinionated?
 - Please note, if opinionated words come from our interviewees, that's okay. It's the reporter's job to maintain objectivity while also incorporating different views on their topic.

Announcements: Zoom meetings on January 21st and February 4th at 2:30. Conference February 18th-20th in Wenatchee, WA.

TIP SHEET:

Video How to Guide



Choose Your Equipment

1. Smartphones

- Use a smartphone for mobility. Practically every smartphone on the market comes with two things that make video recording easy and fun: a decent amount of free space to store video files, and a camcorder function for making them. Keep in mind that although smartphones are very portable, the audio/visual quality may not be as great as a dedicated video device, such as a camcorder. Check if there are any attachments such as a microphone that can improve the quality of your video. Rode makes a good one.
- Depending on the phone you're using, the camcorder may have its own app button, or it may be contained elsewhere, typically in a sub-menu of the camera app [iPhone]. If you're having trouble finding your phone's camcorder function, review its instruction manual or check online.
- Great mobile video editing apps include Videoshop, Magisto, and Video Editor

2. Webcams

- Use a webcam for convenience. As with smartphones, nearly every computer made in the last 15 years either comes with an integrated webcam (usually just above the monitor), or can be equipped with one.
- Most computers can handle webcam input with pre-installed software, but if you need a program for yours, consider Video Booth, a free and intuitive piece of software that has received positive reviews.

3. Camcorders

- Use a camcorder for quality. More specifically, use a hand-held digital or optic-media video recording device. Use editing software such as Windows Live Movie Maker, and once you become more experienced, you can migrate into more professional software.
- The most important thing with your camcorder is that it has some way to easily transfer videos onto your computer. Look for USB outputs, or opt for a device that records to discs your computer can read.
- Avoid older technologies, such as VHS camcorders and home Super 8 cameras. Transferring video from them onto your computer is much, much more difficult and expensive than with a digital camcorder.

Other things to remember

- **Follow the KISS principle.** Originally an acronym for “Keep it Short and Simple.” Try to make the video easy to understand and avoid complexity.
- **Be original, credible, and transparent.** Write a script or an outline before you record your video so that you do not waste valuable production time trying to figure out a storyline. Be short and to the point.

Structure of a well-written Script:

If your story is straight forward with a clear narrative

- Identify your audience
- The inverted pyramid contains the most important information at the top of the pyramid (the lead)
- The less important information goes at the bottom, so stories tend to fade out as you read on (background)
- When editing your story, cut from the bottom and move upwards...

If your story has multiple angles or angles of equal importance

- Identify your audience
- Solidify your angle (your perspective or spin)
- Identify your key takeaway
- Create an outline consisting of your introduction (what is your hook), a body (what is your story) and a conclusion as a brief wrap-up of the story you’ve just told
- Sprinkle interesting facts throughout, “chunk” the content into clear, digestible sections
- **Know who your audience is and how best to speak to them.** Testimonials often make great pieces of video.
- **The general rule of thumb with regards to timing is to be brief in duration.** Generally, short form content ranging from 30 seconds to 3 minutes is the way to go.
- **Aesthetics of the shoot.** Consider your appearance and that of other people on camera (solid colored clothing works best on film). Also consider post-production techniques, such as inserting text boxes in the lower area of the screen to indicate who is speaking.
- **Web and mobile friendly.** When creating Web video, always keep in mind that it is not for television—start thinking in terms of computer screens and mobile screens.

Making and Editing Your Video

Record the video

- Record multiple takes.
- You can also record a video in parts and then stitch them together on your computer to make a cohesive whole.
- Record more video than you plan to use. You can edit out the extra bits later on. There’s no reason to worry too much about getting the timing perfect right from the get-go.

Transferring your Video to the Computer

- Transfer video from your smartphone. Either connect the phone to your computer, or send the video there wirelessly.
- To copy files from your phone to your computer, connect the devices with a cable and use your phone’s proprietary interface software (for example, iTunes for an iPhone) to transfer the files.
- It should be very easy to send video files from your phone to your computer. Just look at the menu options in the video app of the phone and choose to send your video as an e-mail attachment to your e-mail address, then download the attachment onto your computer.
- Many smartphones can share your video to YouTube directly. If you don’t want to make any edits to your video, this is an acceptable option. Be sure you’ve registered an account with YouTube and are logged into it on your phone.
- Transfer video from your camcorder. Connect the camcorder to your computer, or insert the video disc into your computer.
- Your computer and the camcorder should both come with features to make the transfer easy. Generally speaking, all you have to do is highlight the video file(s) you want inside the window that displays the contents of your camcorder or disc, and drag the file(s) onto your desktop (Windows) or hard drive (Mac).
- Find video from your webcam. Find the file where the video clips are stored and select the one(s) you want. Since they’re already on your computer, there isn’t much else you have to do.

How to Edit Your Video

Edit your video with Windows Movie Maker

Most Windows users have access to a basic program called Windows Movie Maker that can stitch video clips together, erase unwanted parts, and add title screens, transition effects, and a secondary soundtrack layer if desired.

Edit your video with iMovie

Mac users should have a program called iMovie (a part of the iLife suite of programs) which does essentially the same things as Windows Movie Maker, but offers some different effects and transitions.

iMovie also comes as an iPhone app, which can be purchased and allows you to edit directly on your iPhone.

Consider other free options. Other popular free video editing programs include:

- Light works (powerful enough for the pros, but harder to use)
- Avidemux (open source and well-supported with a wiki)
- MPEG Streamclip (takes up almost no space and offers all basic editing options)
- Go pro

If you want the most powerful editing tools available, you'll have to pay for them. Commercial software options include Apple's Final Cut Pro, Adobe's Premier Elements, and CyberLink's Power Director. These range in price from \$50 to several hundred dollars.

How to Save and Export Your Finished Video to YouTube

- Save and export your finished video. Be sure to export the file to somewhere you can find it easily.
- Log into YouTube. If you don't have a YouTube account, create one – it's free. All you need is a Gmail account.
- Once that's done, click "Upload" at the top right corner to begin uploading your video.
- YouTube will ask you for various pieces of information about your video. Give the site all the information it asks for.
- Don't upload anything questionably legal, or anything that otherwise violates YouTube's terms of use.
- Upload your video. Once you've told YouTube a bit about your video, click "Upload a Video..." at the bottom of the page. Navigate to your video in the explorer window that appears, and click "Upload."
- Uploading a video to YouTube takes some time. Be patient and find something else to do for a little while your movie uploads.
- Title and describe your video.
- Use a short and to-the-point title, and short, punchy, descriptive sentences in your video description. These steps help the video appear more readily in related search results.

Source: WikiHow "How to Make a YouTube Video"

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THIS IS NOT A NEW GOVT #Sunak

it's the 1 we've had the last 12 yrs

It's the 1 that crashes the economy

It's the 1 whose inaction led to 10000s of covid deaths

It's the 1 that profits wealthy donors

It's the 1 that savages public services

CHANGING LEADERS DOESN'T CHANGE REALITY

104

2,408

6,479



Rishi Sunak

@RishiSunak · Oct 23

The United Kingdom is a great country but we face a profound economic crisis.

That's why I am standing to be Leader of the Conservative Party and your next Prime Minister.

I want to fix our economy, unite our Party and deliver for our country.

The United Kingdom is a great country but we face a profound economic crisis.

The choice our Party makes now will decide whether the next generation of British people will have more opportunities than the last.

That's why I am standing to be your next Prime Minister and Leader of the Conservative Party. I want to fix our economy, unite our Party and deliver for our country.

I served as your Chancellor, helping to steer our economy through the toughest of times.

The challenges we face now are even greater. But the opportunities — if we make the right choice — are phenomenal.

I have the track record of delivery, a clear plan to fix the biggest problems we face and I will deliver on the promise of the 2019 manifesto

Location

Anywhere


Near you

Advanced search

What's happening


UK national news · LIVE

Rishi Sunak becomes British prime minister after meeting with King Charles III




Variety · Yesterday

Leslie Jordan, 'Will & Grace' and 'American Horror Story' Star, Dies at 67 in Car Accident



Los Angeles Times · Yesterday

More antisemitic hate is seen in Los Angeles after Kanye West's remarks



Trending in United States

The Jewish

78.1K Tweets

Fashion & beauty · Trending

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9

Tuesday, October 25, 2022
Today's Paper

The New York Times

49°F 53° 45°
Dow -0.04% ↓

World U.S. Politics N.Y. Business Opinion Tech Science Health Sports Arts Books Style Food Travel Magazine T Magazine Real Estate Video

LIVE Russia-Ukraine War 6m ago U.K. Politics 20m ago

Sunak Says U.K. Economic Stability Is at Heart of Agenda

LIVE 20m ago

New Prime Minister Faces Fractured Party and Battered Economy

- The Conservative Party leader met with King Charles III and vowed in a speech to restore trust. He is the third prime minister in less than four months.
 - Rishi Sunak will begin assembling his cabinet on Tuesday. He faces the challenge of navigating Britain through economic crisis.
- See more updates 9+

Rishi Sunak's ascent is a breakthrough for diversity, with privilege attached.

5 MIN READ

Just how rich is the new prime minister of Britain?

3 MIN READ

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Rishi Sunak Takes Over as U.K. Prime Minister Amid Economic Crisis

The former hedge-fund manager and U.K. Treasury chief formally became Britain's prime minister after he was appointed by King Charles III, vowing to steer the country through a period of "profound economic crisis."

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GM Posts \$3.3 Billion Net Profit as Shipments to Dealers Rise

General Motors posted a 37% third-quarter net-profit rise as output snapped back from supply-chain problems and buyers continued to



Home Buyers' Focus on Affordability Drives WSJ/Realtor.com Housing Index

Rising mortgage rates have pushed many buyers out of the market and homes are sitting on the market longer. But demand remained robust in low-cost cities with strong local economies such as Johnson City, Tenn., which topped third-quarter rankings. ⌚ 4 min read

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Of Catholics and Chinese Communists





Translation: "Waffen-SS: Entry after the age of 17."



Dear School Administrator and Faculty:

I am writing to inform you of an educational opportunity made available to one of your students on February 18 through 20, 2023. Washington State University Extension, 4-H Youth Development will be hosting the 2023 4-H Know Your Government Conference— “Think Before You... ”, in Wenatchee, Washington.

At the conference this year, delegates will participate sessions with other youth from across Washington State. Through pre-conference orientation, participants will learn about the extensive role of media and politics, learn how to look for balanced news coverage and practice constructing fair and balanced messages.

From pre-conference county meetings and conference participation, the 4-H KYG committee believes delegates will have the opportunity to learn all or some of the following:

- *Learn that there are multiple forms of news media, that have different strengths and weaknesses*
- *Practice fact-checking and looking for the sources of news stories*
- *Look for balance and fairness when reviewing media messages*
- *Learn how to recognize biased and one-sided messages, as well as becoming aware of their own biases*
- *Utilizing a free media is a constitutional promise of democracy AND a responsibility of citizenship*
- Life Skill Development with an intentional focus on:
 - Accepting Differences: Treating people who are different from me with respect
 - Critical Thinking: Considering information from multiple viewpoints
 - Decision Making: Choosing among several alternatives
 - Responsible Citizenship: Developing individual devotion in response to duties, rights, and privileges as a member of a community or country

Our 4-H curriculum is revised each year to reflect the most accurate information possible. It also meets the state educational standards for the Civics Graduation Requirement.

_____ has been chosen for participation in this event through a county selection process. Your cooperation is needed to allow this 4-H youth to attend. It is my hope that you will excuse _____ from class(es), on February 19th, 2019 to participate in the WSU 4-H Know Your Government event.

If you need more information about the program or have questions regarding the educational value of such an experience, please contact Dorothy Elsner: dorothy.elsner@wsu.edu 360-428-4270

POLICY REMINDERS

- All Adult Resources that are attending Know Your Government Conference need to be enrolled/Certified Volunteers. If you have any questions about getting enrolled and certified please reach out to your County Extension office or Dorothy Elsner.
- Reporting Volunteer Hours: By policy, volunteers are required to report their hours through the WSU Extension Volunteer Hours Database for all services provided within the WSU Extension 4-H Youth Development Program.
- Chaperones: A chaperone is someone who will have independent supervision of a 4-H youth/member overnight. For state events, chaperones must be 21 years of age. For regional or national events, chaperones must be at least 25 years of age. **All chaperones must be enrolled and Certified 4-H volunteers who have successfully completed the screening process.** The expected adult to youth ratio is 1:10.
- Adult and Youth Interactions: WSU Extension Faculty/staff, Volunteers are to avoid where possible, being alone with a single youth. **Youth and adults are not to stay in the same sleeping quarters.** WSU Extension Faculty/Staff, Volunteers will not, under any circumstances, discipline youth using physical punishment or by failure to provide the basic necessities of care, such as food, water or shelter. WSU Extension Faculty/staff, Volunteers may not engage in a romantic relationship with any 4-H member.
- When Traveling with Youth: When traveling with youth, it is recommended WSU Extension Faculty, Staff, and volunteers
 - Travel with at least two or more youth
 - Require permission from parents for youth to travel with said adult
 - Drop off youth by two's or more at an agreed upon meeting site thus not leaving adults with one single youth
- Overnight Trips: It is recognized that there are special concerns regarding overnight trips and the following are to be followed:
 - Youth are to sleep in gender quarters they identify with; genders sleep in separate quarters
 - Youth are chaperoned by same sex chaperones
 - Youth and adults are not to stay in same sleeping quarters
 - Adult conduct regular room/bed check
- Understanding Trip and/or Event Policy: All organizations work under a set of policies and guidelines. **Prior to any activity or event, all chaperones and WSU Extension Faculty/Staff should understand these policies and guidelines.** Whether a code of conduct, WSU Extension 4-H Youth Development Program Policy, an events special rules/policy, or an informal list of rules, **it is imperative to understand what is expected of the youth as well as the adults in attendance.** In addition to general discipline procedures, a clear understanding of reporting incidents should be discussed prior to the event.

WASHINGTON 4-H Code of Conduct

As a 4-H youth participant/member you have the responsibility of representing all 4-H members to the public. Therefore, you are expected to conduct yourself in a manner that respects individual rights, safety, and property of others, and reflects favorably on your state, county/tribal program, and club, as well as yourself. You are expected to observe the following guidelines as a participant/member of 4-H.

- 1. The possession and use of alcoholic beverages, marijuana, and/or drugs other than prescribed medication is prohibited. The use of tobacco products (including vapor products) by youth members is prohibited.**
- 2. Obscene and discriminatory language, roughhousing, and insubordination will not be tolerated.**
- 3. Members and leaders must demonstrate respect for each other and the public.**
- 4. Members are to refrain from public displays of affection or sexual activities at all 4-H functions.**
- 5. Provide an environment that is free of any form of harassment toward other 4-H participant/members, volunteers, or staff.**
- 6. Damage to, or destruction of, property belonging to others is prohibited.**
- 7. Animal abuse of any kind is prohibited.**
- 8. Display of unsportsmanlike conduct is prohibited.**
- 9. Be an example of how to accept what life has to offer – good and bad – and how to live with the outcome of exhibiting your project.**
- 10. Wear neat, clean, and appropriate attire; including shoes, boots, or appropriate footwear at all times.**
- 11. Report any infractions to the superintendent/club leader/event coordinator.**

Penalties for infractions(s) may include any or all of the following:

- Placing the member on probation for involvement in further 4-H events and/or termination of 4-H membership.**
 - Assessing the member the cost of damages and repairs in the event of damage or destruction of property.**
 - Releasing the member to the nearest law enforcement agency and/or the proper authorities.**
 - Withholding premiums and/or sending the member home from 4-H activities or events.**
- All penalties for infractions will be determined by the local Extension 4-H Office.**

WSU 4-H Dress Code for Know Your Government Conference

Business Professional:

Suits, skirts, dresses, dress shirts with ties, slacks, khaki and dressy denim is acceptable.

Garments that are low cut in the front or back are not appropriate. Flimsy or see through items that reveal undergarments are not acceptable.

Dress shoes or boots

NO Short skirts or tunics with leggings.

NO athletic shoes NO flip flops

NO hats other than those that respect cultural or religious tradition.

Business Casual:

Suits, dresses, skirts, dressy denim, khaki slacks. Nice clean jeans or ok. Sweaters, Button up shirt or polo shirt.

Casual: Jeans OK, no designer rips or tears. Clean and worn around waist without sagging and revealing undergarments. T shirts/sweatshirts

LEAVE IT HOME: T shirts/Sweatshirts/hats that have a message that is not 4-H related. Example; alcohol, drugs, weapons, vulgar, offensive messages. If you think it might raise a question don't bring it.

Short skirts, dresses, (wearing them with leggings doesn't make them acceptable)

Ripped jeans.

Anything that exposes shoulder, midriff, back, navel or cleavage. This applies to formal wear as well.

Yoga style pants, exercise clothing that is form fitting.

Slippers for anywhere other than with your PJ's