

**University of Kansas, Division of Continuing Education,  
Academic Outreach Programs, Legislative Process CD-ROM Project  
Game Play Storyboards, Revised June 28, 1999**

**Notes to Reviewers:**

- You will occasionally see comments in brackets and boldface. A few of these are instructions to the programmer, but most are questions directed at you. Please respond by writing on the script or on a separate piece of paper, using the line number reference.
  - 8 The Graphics column describes what the user sees on the screen.
  - 8 The Description/interaction column describes the action on the screen and the action the student must perform. ‘Branch to’ statements describe what happens when the action is completed.
  - 8 The Text column shows text that appears on the screen as described in the graphics and description columns.
  - 8 The Audio column shows the words spoken by the actors, either in audio-only segments or in video. All script lines are audio only unless specifically identified as video.
- DL stands for driver’s license track; CS stands for community service track.
- Lines are numbered for reference and follow the flow of the game. You may ignore items in parentheses below audio script – these are for programmer’s reference.
- Remember that we cannot use the student’s name in the audio and video segments (although we can do so in text that appears on screen). Therefore we use the forms of address “Representative” or “Senator” without using a name. If this is not acceptable, should we simply avoid any form of address?
- 
- A rollover is a piece of text that appears when the student rolls the mouse pointer over the area.
- If you have trouble following the action, this reminder might help. The student chooses one of four possible scenarios:
  1. Sign in as Representative. Sponsor driver's license bill. First chamber is House, second chamber is Senate.
  2. Sign in as Representative. Sponsor community service bill. First chamber is House, second chamber is Senate.
  3. Sign in as Senator. Sponsor driver's license bill. First chamber is Senate, second chamber is House.
  4. Sign in as Senator. Sponsor community service bill. First chamber is Senate, second chamber is House.

**Table of contents:**

**Game play.....2**  
**Title screen.....2**  
**Log On ..... 2**  
**Tutorial..... 3**  
**So, you want to be a**  
**legislator? ..... 4**  
**Campaign Ad..... 9**  
**Election Results..... 11**  
**Begin Work on Legislation**  
**..... 11**  
**Research the issue..... 13**  
**Prepare bill..... 21**  
**Introduce and refer bill... 23**  
**Attend Standing**  
**Committee ..... 28**  
**First House Action..... 38**  
**Second House Standing**  
**Committee ..... 41**  
**Second House Action ..... 45**  
**Governor’s Signature ..... 46**

## Game Play

	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
	<b>Title screen</b>		
1	<p>One at a time, newspapers fall onto a desk. Headlines declare legislative decisions. Taken from local newspapers throughout Kansas, the headlines will create a sense of excitement for lawmaking. The users might see headlines such as: <i>House Okays Tax Cuts; Senate Approves Budget for Schools; Governor Signs New Mental Health Bill.</i></p> <p>The final headline appears, saying something like <i>Kansas Lawmakers Pass Tougher Drug Penalties.</i> The words "Kansas Lawmaker" rise out of the text and dissolve to the title screen:</p> <p><b>Kansas Lawmaker</b></p>	<p>Time newspaper fall to be slow so that even users with fast machines can read the headlines. (Director movie, if we can do it, will take care of this issue)</p>	<p>SalinaJournal Hays Daily News Hutchinson News Kansas City Star Topeka Capital-Journal WichitaEagle</p>
	<b>Log On</b>		
2	<p>Logonscreen Text entry boxes</p>	<p>Enter/Tab/click to next field EntryText:= UserFirstName</p> <p>Branches to next field</p>	<p><i>To become a lawmaker, sign on here.</i></p> <p><i>First name:</i></p>
3	<p>Text entry</p>	<p>Enter/Tab/ click to buttons EntryText:= UserLastName SavedGame:="A:\KLgame.txt"</p> <p>[Walt: text entry can be edited on this page.]</p>	<p><i>Last name:</i></p> <p><b><i>Insert a disk in floppy drive</i></b></p>

	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
4	Buttons: New Game Continue Saved Game Tutorial	Click button <ul style="list-style-type: none"> <li>▪ New Game and tutorial branch to tutorial page</li> <li>▪ Continue Saved Game branches to data and last state variable saved in A:\Klgame.txt</li> </ul>	New Game Continue Saved Game Tutorial
	Tutorial		
5	<ul style="list-style-type: none"> <li>▪ Tutorial screen</li> <li>▪ Menu</li> <li>▪ Skip tutorial button</li> </ul> <ul style="list-style-type: none"> <li>▪ Checkmarks inserted after each menu item is completed</li> </ul> <p>Notebook page (use the same as green book); include turned up corner at lower right and left for forward and back.</p> <p>All text inserted by AW</p>	<p>Menu, <i>includes Skip Tutorial button. Checkmarks appear after completion of each menu item</i></p> <p>Skip tutorial button goes to begin play Else start tutorial</p>	<ul style="list-style-type: none"> <li>▪ About Kansas Lawmaker <ul style="list-style-type: none"> <li>8 Overview of the goal of the game &amp; how the process works.</li> <li>Description of the Campaign manager/Guide</li> </ul> </li> <li>▪ Steps to Game Completion <ul style="list-style-type: none"> <li>8 [description of each step—1 or 2 sentences each]</li> </ul> </li> <li>▪ Moving around the Capitol—[description of items available in office; hallway, elevator, library, research area, committee rooms, house &amp; senate chambers, governor’s office; exit signs; clicking outside briefcase, documents, folders, planner returns user to same room.]</li> <li>▪ Using the Control Bar <p>The control bar is visible throughout the game. It contains the following buttons:</p> <ul style="list-style-type: none"> <li>8 Tools—This button gives you a set of tools for working with the game.</li> <li>8 Book button—description of KLP, how to use it</li> <li>8 Day Planner button</li> <li>8 Briefcase button</li> </ul> </li> </ul>

	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
			<ul style="list-style-type: none"> <li>▪ Using the Planner—note that planner is also on desk <ul style="list-style-type: none"> <li>8 Today/To-Do page—Scheduling your work by dragging; how it takes you to the place you need to go</li> <li>calendar</li> <li>8 Notes—shows progress through the game</li> <li>Info—you can get help information here, as well as the KLP</li> <li>8 Using the Briefcase—How to drag stuff to briefcase, How to open it (note that it's on desk too), what's in there, how to get it out.</li> </ul> </li> <li>▪ Saving Your Game—Making sure you have a 3 1/2" disk in the disk drive.</li> <li>▪ Closing the Game—Alt-Q, Esc, Exit button</li> <li>▪ Getting Information <ul style="list-style-type: none"> <li>8 Glossary</li> <li>8 Kansas Legislative Process</li> <li>8 Help</li> </ul> </li> </ul>
	<b>So, you want to be a legislator?</b>		
6	Time Transition: Calendar pages turn quickly and resolve on June -- the deadline for Candidate's Declaration of Intention		<b>[Reviewers—The game play really begins here, after the tutorial.]</b>
7	Legal pad with the following headings in script type (inserted by AW) as if the user has written it.  Use notebook page	The user will make a list of his or her qualifications for office.	

	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
	<ul style="list-style-type: none"> <li>- User name ({UserFullName})</li> <li>- My qualifications for legislative office.</li> <li>- Eligibility requirements (see list in text column)</li> <li>- Occupation</li> <li>- Life Experience</li> </ul>	<p>Eligibility requirements—User clicks as each item is read and a checkmark appears.</p> <p>When the user has clicked all of the eligibility requirements the game continues.</p>	<p>User's name.</p> <p>My qualifications for legislative office.</p> <p>Eligibility requirements</p> <p>To run for legislative office in Kansas, you must be:</p> <ul style="list-style-type: none"> <li>▪ 18 or older</li> <li>▪ a U.S. citizen</li> <li>▪ a registered voter and resident of the district you will serve if elected.</li> <li>▪ able to leave your job for three months or more every year while the legislature is in session</li> <li>▪ able to afford financial compensation during that time that might be less than your normal income. You will not be able to continue your job during the session.</li> </ul>
8		<p>Audio plays after eligibility requirements.</p> <p>Occupation—drop down list, user highlights choice. Choice appears on legal pad.</p> <p>Life Experience—also a drop down list</p> <p>Wait 2 sec. after selections are made, then</p>	<p>Occupation</p> <ul style="list-style-type: none"> <li>▪ Business executive</li> <li>▪ Nurse</li> <li>▪ Doctor</li> <li>▪ Secretary</li> <li>▪ Teacher</li> <li>▪ Lawyer</li> <li>▪ Farmer</li> </ul>

	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
		branch to video	<ul style="list-style-type: none"> <li>▪ Veterinarian</li> <li>▪ Real Estate Agent</li> <li>▪ Homemaker</li> </ul> <p>LifeExperience</p> <ul style="list-style-type: none"> <li>▪ Life-long Kansan</li> <li>▪ School board member</li> <li>▪ City Council member</li> <li>▪ Community volunteer</li> <li>▪ County Commissioner</li> <li>▪ Political Party Volunteer</li> <li>▪ Volunteer Fireman</li> </ul>
9	<p><b>Video:</b> Moving up the long stone steps leading to the Capitol doors, the user sees a door open and a sharp, well-dressed woman coming out the doors. She is purposeful, perhaps she glances at her watch. Then she notices the user. She recognizes the user and knows right away that she's in for a tough race. She looks a little uneasy, then assumes a confident air. Perhaps she holds the door open.</p> <p>She starts to walk off, then hesitates. She sticks her hand out to the user. The user sees her arm moving as she appears to shake the user's hand.</p>		

	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
	She turns around and marches down the steps		
10	Ballot application [Popup text boxes created in AW by CC]	Partially filled in. Selection of all choices branches to Campaign Ad Show name from log-on screen	
11		Choose <i>House or Senate</i> (rollovers show difference between Representative and Senator) Choice determines game branching and user identity throughout	<p><b>Rollovers</b></p> <p>House - Members of the House of Representatives serve small districts to give citizens a strong voice at the Statehouse. Each of the 125 representatives serves nearly 20,000 people. Representatives serve 2-year terms. Representative and Senators earn the same salary.</p> <p>Senate - Members of the Senate serve large districts and often have several years of previous legislative experience. Each of the 40 senators serves nearly 60,000 people. Senators serve four-year terms. Senators and Representatives earn the same salary.</p>
12		Pop-up map based on choice of House or Senate. (taken from web sites) Each district is clickable. Select <i>district</i> from map. Determines user	

	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
		identity throughout.	
13		Select party: Republican or Democrat  Text box appears on rollover of this choice.         No choice on Appropriate election, but rollover shows text box.	<b>Party Rollover:</b> The Kansas State Legislature has members from various political parties, including the Republican and Democrat parties, as well as third parties. In every Kansas county, each party elects leaders and committees to support the party <b>platform</b> , to identify candidates to run for office, and to encourage voters to register and vote.  <b>Appropriate election rollover</b> General elections are held in November every even-numbered year. Primary elections are held in August of even years when two or more candidates are running for the Democrat or Republican parties. Only voters who have registered with one of those parties may participate in primary elections. The winners of primaries, as well as any independent or third party candidates, are on the ballot for the general election.
14		Click signature line. Handwriting font fills in user signature.  Wait 3 sec.	



	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
		Branch to Campaign ad graphic <i>Completion of this section</i>	
	<b>Campaign Ad</b>		
15	Campaign ad graphic  Includes flashing icons for: - issue - campaign finance - clip art  makebigger	Can't continue without making all choices  The ad automatically reflects: User's name Chosen seat sought Chosen occupation Chosen qualifications Chosen party	Example (Script Only) : <b>Suzy Student</b> <b>Democrat For Senate!</b> Teacher and County Commissioner Seeks Your Support.
16	Issue graphic (flashing icon tells user to click) [ <b>scales of justice?</b> ]	Determines branching throughout. Pop-up text box displays further explanation of each issue.	<b>Issue Text in ad:</b> Working to save lives by raising the minimumdrivingage.  Working for better communities through required community service for high school students.  <b>Issue Text in pop-ups</b> <b>DL:</b> If you choose this issue, you'll work to raise the driving age to 17, and to require 50 hours of supervised driving by a licensed adult. <b>CS:</b>

	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
			If you choose this issue, you'll work on a bill requiring that, in order to graduate, high school students must take a community service class that includes volunteer work that benefits the community.
17	Clip art graphic [issue related: <b>Two for Driver's License; two for community service. DL: Car-related, emphasizing safety. CS: big kid holding hand of little kid; teenager &amp; old person arm in arm?</b> ]	Select clip art from choices  Wait 1 sec. Branch to completed ad	
18	Campaign finance graphic. (flashing icon tells user to click) [\$\$\$]  (user reads this, then "paid for ..." automatically appears)		<b>Ad text:</b> Paid for by the committee to elect {UserLastName} for {LegType}  <b>Pop-up text:</b> Contributions can come from political parties, <b>political action committees (PACs)</b> , corporations, organizations, family, friends, and constituents. For each type of supporter, there are limits to donations for both primary and general elections.
19		The ad is complete  Branch to Time transition	
	<b>Time transition</b> Calendar pages turn from August to November	Animation  Branch to election results	

	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
	<b>Election Results</b>		
20	<p>Election Room: crowd, candidate, newscaster, tally board.</p> <p>The tally board shows percentages hovering around 50 percent for each candidate</p> <p>Crowd is photo-people, holding drawn signs, animated to go up and down, with {UserLastName} filled in.</p> <p>Microphone is drawn, photo-fingers hold it.</p>	<p>Non-interactive</p> <p>Animations of tally board ticking, crowd celebrating.</p> <p>User's name appears on tally board, along with Olivia Other (opponent).</p> <p>Percentages hover around 50 percent for each candidate. The user gains the lead 41 - 59 ... 46 - 54 ... 49 - 51 ...53 - 47!!!</p> <p>Hand-held microphone appears at front of screen</p> <p><b>[Walt—Try Build from Left transition]</b></p> <p>Completes automatically, branches to time transition screen.</p>	
	<b>Time transition</b> Calendar pages turn from November to January.	<p>Animation</p> <p>Branches to Welcome video</p>	
	<b>Begin work on legislation</b>		
21	<b>Video</b> -- Welcome to the Capitol. Brief, upbeat montage offers inside glimpse of the Statehouse. From the elegant staircases and rotunda to the stately House and Senate chambers, the video captures both the dignity and the excitement of state politics. Highlights also include the John Brown mural and the historic elevator.	Branch to Office following video	
22	Office	See Game Elements Storyboard document	

	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
	Newspaper somersaults onto the desk (animation).	<p>for clickable areas in office.</p> <p>All elements are available. E-mail is empty, as are folders in briefcase.</p> <p>If phone is clicked, audio message plays.</p> <p>Click newspaper.</p> <p>Branch to full screen newspaper</p>	
23	Newspaper—Topeka Capital-Journal masthead; text inserted by AW		<p><b>Driver's License Age Takes Center Stage At Statehouse</b></p> <p>TOPEKA -- As legislators return for the new term, speculation is growing about {UserFullName}'s anticipated bill to raise the driver's license age limit from 16 to 17. The bill is expected to be a hot topic in both chambers.</p> <p>Senators and representatives gathered today to share their early opinions ... (the copy trails offscreen.)</p> <p><b>Community Service In High School Is New Debate at Capitol</b></p> <p>TOPEKA -- High school graduation requirements may change during the new legislative term. Everyone expects Senator/Representative {UserFullName} to propose a new bill that will make</p>

	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
		Click edge to exit newspaper. Branch to Office	community service mandatory for all Kansas high schools students. Senators and representatives are already taking positions ...(copy trails offscreen-)
24	Office	Click planner. Branch to Planner To Do/Today	
25	Planner To Do/Today	Planner fills screen. See Game Elements Storyboard for text.  For every key point on To Do list, there will be additional steps that show up with the major point is dragged over to the Today page.  Drag Research the Issue from To-Do to Today	
26		Planner closes automatically Branch to office	
<b>Research the issue</b>			
27	Office	Audio plays automatically. Guide explains research process.  Branch to Briefcase	KLP Book entries (not visible on screen, but appear when book is clicked)  Bills The ideas for bills may come from any

	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
			<p>source, including citizens, public officials, lobbyists or groups. But only legislators can introduce a bill before the House or Senate.</p> <p>The Research Process</p> <p>At the Statehouse, there's a research department where you'll find lots of the materials you need. You'll also find good information from citizen letters and testimonies, previous laws, government agencies, and more. Even the <b>attorney general</b> is available to advise legislators.</p>
28	Briefcase	<p>Click Pro/con checklist.</p> <p>Branch to Pro/con checklist</p>	
29	Pro/con checklist	<p>Guide explains pro/con list in briefcase.</p> <p>Branch to Office</p>	
30	Office	<p>Click computer</p> <p>Branch to computer desktop with icons</p>	
31	Computer desktop with icons	<p>Click e-mail icon on computer for letters from constituents.</p> <p>Branch to e-mail screen</p>	
32	e-mailscreen	<p>Constituent letters. User receives these one-at-a-time at different points throughout the game.</p>	<p><b>[This e-mail triggers interaction (lobbyist meeting) beginning at line #50]</b></p>

	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
		<p><i>Drag to briefcase to return to computer desktop</i></p> <p><b>[Many of these letters could connect to documents in the research area.]</b></p> <p>Click outside screen to exit computer</p> <p>Branch to Office</p> <p><b>]Walt: Insert {RoleName} {UserLastName} in text.]</b> Save e-mail to briefcase</p>	<p><b>DL e-mail #1:</b>  Dear {RoleName} {UserLastName}:  We're glad to see your driver's license bill on the table. <i>US News and World Report</i> ranked graduated licensing as one of the sixteen best ideas this year — and we agree.</p> <p>This bill makes sense because new drivers are inexperienced, and often, immature and prone to risk. Even though teenagers make up only 7 % of the population, they account for 14 % of motor vehicle deaths!</p> <p>It just makes sense to allow an extended training period for something as potentially dangerous as driving.</p> <p>I look forward to talking with you more about this at our meeting.</p> <p>Sincerely,  Sam Harper  National Brewing Company</p> <p><b>CS e-mail #1:</b>  Dear {RoleName} {UserLastName}:  Please do not mandate community service in schools. A recent national study by the U.S. Department of Education showed that mandated community service does not necessarily increase student volunteerism. The report indicated that students volunteer at about the same rate in schools</p>

	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
			<p>that arrange (but do not require) community service as do students in schools that require community service.</p> <p>I have many other concerns I'll share with you at our meeting. In the meantime, please think about dropping this bill!</p> <p>Sincerely, Marie Walters School Superintendent</p>
33			<p><b>DL e-mail #2:</b> Dear {RoleName} {UserLastName}: We support raising the driving age. Did you know that 1 out of every 7 drivers between 14 - 17 years old was involved in an automobile crash last year? For drivers over age 17, that statistic is 1 out of 15! Not only do teenagers have more accidents, they are also more likely to have accidents that result in fatalities. For accidents occurring between 9 p.m. and 1 a.m., fatalities result in more than 14 percent of teen driver accidents and only 1 percent for other ages. Let's do something about that!</p> <p>Sincerely, Paul A. McDonald Student Member National Association for Safe Drivers</p> <p><b>CS e-mail #2:</b></p>



	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
			<p>Dear {RoleName} {UserLastName}:            Required community service just seems to fly in the face of the true spirit of volunteerism. As a parent, I think it's my responsibility to teach my kids to be good citizens. I do not want the school to take my job away from me.</p> <p>Thank you.            Janet Evans            Homemaker</p>
34			<p><b>DL e-mail #3:</b></p> <p>Dear {RoleName} {UserLastName}:            Our insurance company strongly endorses the proposed driver's license bill. Statistics support the need. Teenagers drive less than any age group except over 70s, but they have the highest fatality rate of all drivers. Sadly, motor vehicle crashes are <u>the leading cause of death</u> among teenagers.</p> <p>Kansas is not alone in these efforts. To date, 19 states have already implemented a licensing scheme similar to the one proposed in this bill, 7 states have legislation pending, and 11 states are introducing similar legislation this year!</p> <p>We strongly believe this new bill will save lives.</p> <p>Thank you,</p>

	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
			<p>Shirley Park Statewide Insurance Co.</p> <p><b>CS e-mail #3:</b></p> <p>Dear {RoleName} {UserLastName}: You have my support for your new community service bill. Our agency was particularly interested in a national study that showed that volunteering helps to improve academic success. The study found that 46% of the students in the control group who did not volunteer failed a class, while only 26% of the student volunteers failed a course.</p> <p>Let's hear it for a program that can build character <i>and</i> academic success!</p> <p>Sincerely, Thomas Mauer Secretary Regional Educators Association</p>
35			
36			
37			
38	Office	Click door to leave office  Branch to Hallway	
39	Hallway	Click sign for Library Branch to Library	
40	Library		
41		Click each resource to collect the data items that apply to the bill. <i>Drag items to</i>	

	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
		<p><i>the Briefcase.</i></p> <p>See Game Elements Storyboard and content items chart for data items.</p> <p>Click door or exit sign to leave library</p> <p>Branch to Legislative Research or Hallway</p>	
42	LegislativeResearch	<p>Click each resource to collect the data items that apply to the bill. <i>Drag items to the Briefcase.</i></p> <p>Click door or exit sign to leave library</p> <p>Branch to Library or Hallway</p>	
43	Hallway	<p>Click sign for Office</p> <p>Branch to Office</p>	
44	Office	<p>Answering machine is flashing; click for audio messages from lobbyist, constituents.</p> <p>First two messages after first return to office, third message after lobbyist visit below.</p>	
45			
46			
47	Office	<p>Triggered by first e-mail:</p> <p>Prompt from Guide to look in planner at appointments with lobbyist</p> <p>Click planner.</p>	

	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
		Branch to Planner To Do/Today page	
48	<p>Planner To Do/Today page</p> <p><b>Video DL Lobbyist National Brewing Company</b></p> <p>The user sees a polished businessman seated behind a desk in a corporate environment.</p> <p>We see his head nod as he listens. He looks directly at the legislator.</p> <p>He shuffles through some papers and pulls one out.</p> <p>He bangs his desk emphatically.</p> <p>He glances at his watch, stands up, grabs his suit coat off the back of his chair.</p>	<p>Click appointment in planner to see video on office computer screen.</p> <p><i>Video automatically goes into the briefcase.</i></p>	<p><b>On video spine in Leg. Research:</b> Representative of National Brewing Company</p>
48 cs	<p><b>Video CS Lobbyist Superintendent of large school district</b></p> <p>The user sees a sharp middle-aged woman seated in a boardroom setting. She is gracious, but firm. We see concern on her</p>		<p><b>On video spine in Leg. Research:</b> Superintendent of large school district</p>

	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
	face.  She leans in.  She sits up straight, signaling the end of the meeting.		
49	Office	Click briefcase on desk  Branch to full-screen Briefcase	
50	Full-screen Briefcase	Click Notebook for Pro/Con Checklist.  Branch to Checklist	
51		When user has enough data, <b>[at least eight pieces]</b> Branch to Time Transition  <b>Pro/Con could be changed if they provide the wrong kind of evidence in Defend The Bill section.</b>	
	<b>Time transition</b> Calendar pages turn.	Animation Branch to Office	
	<b>Prepare bill</b>		
52	Office	User clicks computer screen  Branch to full-screen computer desktop with icons	KLP or Glossary Office of Revisor of Statutes.  Bills.
53	Full-screen computer desktop with icons	Click My Bill icon  Branch to blank document on word processor screen	

	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
54	Blank document on word processor screen, then body of bill. Include button "Send email"	<p>Word Processor menu item: Documents</p> <p>Open pull-down below Documents. 3 versions of bill listed:</p> <p>User selects each version. (Body of bill only appears in text window.) Two versions are unacceptable. User must select version 3 to send.</p> <p>If user selects wrong version, Guide prompts.</p> <p>User clicks Save button.</p> <p><i>Final wording saved</i></p> <p><i>Completion of this section</i></p> <p>Branch to Time Transition</p>	<p><b>Driver's license bill ver. 1</b> The age for an unrestricted driver's license will be raised from 16 to 17, and 50 hours of supervised driving will be required to obtain an unrestricted license.</p> <p><b>Driver's license bill ver. 2</b> The existing law will be changed to raise the driving age to 17 and add 50 hours of supervised driving with a licensed adult.</p> <p><b>Driver's license bill ver. 3</b> From now on, driver's licenses will be issued only to people who are at least 17. There will be no exceptions. In addition, 50 hours of driving supervised by a licensed driver over age 21 will be required.</p> <p><b>CS Bill ver 1:</b></p> <p>The Kansas State Board of Education will require at least one class of community service for high school graduation. Community service means any volunteer activity.</p> <p><b>CS Bill ver 2:</b></p> <p>All high school students in Kansas will be required to take a community service class in their communities for one semester or more. These services can include any service that benefits the community and does not provide compensation. Students</p>

	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
			<p>who do not comply will be unable to graduate.</p> <p><b>CS Bill ver 3:</b></p> <p>The State of Kansas, from this day forward, will require all high school students to complete a minimum of one class of community service. Students cannot be paid for these services, and the services must have betterment of the community as their goal. Students must fulfill this requirement in order to graduate.</p>
55			
	<b>Time transition</b> Calendar pages turn	Animation Branch to Office	
	<b>Introduce and refer bill</b>		
56	Office House/Senate calendar on desk	Phone is flashing.  Click phone	
57		ClickCalendar    Branch to House/Senate Calendar	
58	House/Senate calendar, full screen (grey background behind) shows <b>Introduction of Bills and Concurrent Resolutions</b>  Reference of Bills and Concurrent Resolutions with bill title		[Mary H. —Make up a couple of other bills to show samples]
59		Click planner	

	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
		Branch to Planner Today/ To-Do	
60	Planner Today/ To-Do	Drag Introduce and Refer Bill from To-Do to Today.  Branches automatically to chamber.	
61	First House Chamber	Click on bill in green book on desk.  Branch to bill	
62	Close-up of bill	Highlighted sections of bill are hotspots. These include: <ul style="list-style-type: none"> <li>▪ Title</li> <li>▪ enactingclause</li> <li>▪ the body</li> <li>▪ the time the act takes effect.</li> </ul> <p>Audio begins to play beside bill close-up. When audio is completed, user clicks outside bill</p>	<p><b>Text for rollovers to be developed. Matches KLP text.</b></p> <p><i>Title.</i> Every bill must have a title, and no bill can contain more than one subject. That subject must be expressed in the title. Bills designed to amend or repeal sections of the law must cite those sections in the title.</p> <p><i>Enacting Clause.</i> The Kansas Constitution provides that no law shall be enacted except by a bill that contains the clause, “Be it enacted by the Legislature of the State of Kansas.</p> <p><i>Body.</i> The body of a bill is divided into sections or units which are numbered consecutively. The sections aid in reference to specific items in the bill.</p> <p><i>Time When the Act Takes Effect.</i> The Kansas Constitution requires that the</p>



	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
			<p>legislature specify the effective date of an act. In no case can a law take effect before its publication. In most instances, the acts become law on publication in the statute book, <i>Session Laws of Kansas</i>, which is generally July 1 of each year.</p> <p><b>[Mary—get screen shots &amp; save bills as gifs]</b></p> <p><b>Driver's License Bill:</b>  <b>Senate Bill 36</b>  <b>House Bill 2345</b></p> <p>Note:  K.S.A 8-224 and 8-225 will be circled initially and handwritten notes will say: If your bill passes, it will replace these older laws.</p> <p>Also, the numbers preceding the italicized numbers will have a slash mark through them.</p> <p><b>[Walt: Use variables for house or senate bill numbers to insert at beginning of text]</b></p> <p><b>Driver's license bill:</b></p> <p><b>Bill number depends on house or senate track</b></p> <p>HB 2345</p>

	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
			<p>AN ACT relating to qualifications for drivers' licenses; amending K.S.A. 8-224 and 8-225 and repealing the existing sections.</p> <p><i>Be it enacted by the Legislature of the State of Kansas:</i></p> <p>Section 1. K.S.A. 8-224 is hereby amended to read as follows: 8-224. If a person applying for a driver's license for the first time is under the age of 18 years and at least <del>16</del> 17 years of age, the person shall submit a signed affidavit of the person's parent or guardian, stating that the applicant has completed at least 50 hours of driving supervised by a holder of a valid driver's license who is at least 21 years of age. At least 10 hours of the supervised driving required by this section shall be conducted at night.</p> <p>Sec. 2. K.S.A. 8-225 is hereby amended to read as follows: 8-225. The division of vehicles shall not issue any driver's license to any person who is under the age of <del>16</del> 17 years, except that the division may issue a restricted license to a person who is at least <del>15</del> 16 years of age if the person's parent or guardian files a written application and the person: (a) Has successfully completed an approved driver training course; (b) has held an instructional permit for at least six months; and (c) has completed at least 25 hours of driving supervised by a holder of a valid driver's license who is at least 21 years of</p>

	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
			<p>age.            Sec. 3. K.S.A. 8-224 and 8-225 are hereby repealed.            Sec. 4. This act shall take effect and be in force from and after its publication in the statute book.</p>
63			<p><b>Community Service Bill:</b></p> <p><b>Bill number depends on house or senate track</b></p> <p>HB 2405 or SB 227: AN ACT concerning accredited high schools and students thereof; relating to requirement of a community service class for graduation.  <i>Be it enacted by the State of Kansas:</i>            Section 1. (a) The state board of education shall provide for a community service class to be given in all accredited high schools in this state. No student who has not taken and satisfactorily completed such class shall be certified as having completed the requirements necessary for graduation from high school unless the student has obtained a waiver of the requirement of this section.            (b) The state board of education shall prescribe the school year when the requirement of this section takes effect and shall establish criteria for the selection of community service to be performed by students. The state board of education may provide for waivers from the requirement of this section as the state</p>

	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
			board determines appropriate. (c) As used in this section, "community service" means a service performed, without monetary compensation, for the purpose of benefiting the community. Community service includes, but is not limited to, tutoring elementary school pupils, assisting in a nursing home, performing tasks for senior citizens or disabled persons, assisting in a homeless shelter, assisting in fund raisers for disaster victims or other needy persons and assisting nonprofit agencies in charitable activities. Sec. 2. This act shall take effect and be in force from and after its publication in the statute book.
64	Chamber Reading clerk photo-person  Or video?? Need to discuss with Mark.	Audio of bill being read plays automatically	
		<i>Completion of this section</i>  Branch to Time Transition	
	<b>Time transition</b> Calendar pages turn	Animation Branch to Office	
	<b>Attend Standing Committee</b>		
65	Office	Audio plays automatically.  Branch to KLP Standing Committee explanation	
66	KLP, open to explanation of standing	Click outside KLP	

	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
	committee.	Branch to office	
	<b>Time transition</b> Calendar pages turn	Animation Branch to Office	
67	Office	Click to look in briefcase.  Branch to briefcase	
68	Briefcase	Click Pro/con checklist	
69	Pro/con checklist	Check each item on list as pro or con  Branch to Planner To Do/Today	
70	Planner Today/ To-Do	Drag Testify before House Standing Committee Meeting from To-Do to Today; automatic transition to committee room  Branch to committee room podium	
71	Committee room side  Video of chairperson is placed in chair on far side of podium.	Video begins when user enters committee room.	
72	<b>DL Committee Chairperson Video:</b> Committee Chair appears, preferably in a Statehouse committee room. He is middle-aged and dressed conservatively.	After video, committee room podium view appears automatically	
72 cs	<b>CS Committee Chairperson Video</b>		

	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
	The user sees a serious-looking, middle-aged woman in a committee room. <b>[Movements to be determined.]</b>		
73	When video completes, the user is still in the committee room -- the public hearing is about to begin.		
74	Committee room side; Notebook open on side with video list, pro/con checklist  Committee chair is seated facing podium.  <b>All videos in this segment show person entering from right, turning to face audience. When person is finished, he or she leaves the podium.</b>	When the user clicks the podium, the chair speaks. The first video plays automatically.  The label for each piece of testimony appears in the pro/con list as the video starts. Pro/con is blank. User checks pro or con after each video.  This step is not required.  User may decide data is not applicable.  After this segment, all videos are available by clicking the tape in the briefcase or by clicking the item in the pro/con list.	<b>DL List:</b>  <ul style="list-style-type: none"> <li>▪ Agricultural Association Rep.</li> <li>▪ Mother</li> <li>▪ Police Chief</li> <li>▪ High School Student</li> <li>▪ Grandmother</li> </ul> <b>CS List:</b>  <ul style="list-style-type: none"> <li>▪ High School Students</li> <li>▪ Intergenerational Advocate</li> <li>▪ School Board Assoc. Member</li> </ul>
75	<b>Video DL #1 Public Relations Officer, Kansas Agriculture Association.</b> The user sees a female executive. She is serious as she addresses the committee.		

	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
	Her adamant tone and expression are convincing.		
76	<p><b>Video DL #2: Mother</b> An excited woman, this mom is smartly dressed and eager to be heard.</p> <p>She is resolute.</p>		
77	<p><b>Video DL #3: Chief of Police</b> The user sees a by-the-book, experienced police chief. He is caring and devoted to making his rural community a safer place. He has prepared a written speech and reads it deliberately, word for word.</p>		
78	<p><b>Video DL #4 Male high school student.</b> The user sees a serious-looking young man. A little daunted by this experience, he speaks formally and frequently glances at his notes.</p>		

	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
	Perhaps he wipes his brow deliberately and takes a deep breath.		
79	<p><b>Video DL #5: Grandmother</b></p> <p>The user sees a matronly woman whose grandson died in an accident involving teenage drivers. Her deep sorrow is evident in her facial expressions, as well as her tone of voice.</p> <p>Perhaps she shakes her head sadly.</p> <p>She pauses and straightens her back.</p>		
75 cs	<p><b>Video CS #1: Two high school students (male and female) from an urban high school.</b></p> <p>The user sees a couple of proud, sharp high school students. The user can tell they are excited as they read their comments.</p>		
76 cs	<p><b>Video CS #2: Intergenerational advocate.</b></p> <p>The user sees an ardent middle-aged man – perhaps a pastor or social worker. He is a</p>		



	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
	comfortable public speaker. As he talks, he looks intently at the committee.		
77 cs	<b>Video CS #3 Representative from Kansas School Board Association.</b> The user sees a well-dressed professional who knows what she's talking about. Her manner and words are to the point.		
80		Automatic branch to Time transition <i>Completion of this section</i>	
81	Committee room podium; committee members visible; pro/con checklist visible on podium  Photo-people—Committee room members have two views: a) Head down, reading and b) Head up, looking at podium	User clicks each member for question. Questions are audio. After audio plays, user clicks checklist.  Head up associated w/ Audio question.  Branch to pro/con checklist	
82			
83		<b>[answers to questions]</b> <b>DL Committee Member #1:</b>  Email 1 &2 DL Lobbyist Anheuser Busch Safe Driving platform chart <b>[We need this]</b> LJW article re graduated licensing State Fact sheet	
84		<b>DL Committee Member #2:</b> High school student testimony. (#4)	

	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
		DL email #2	
85		<b>DL Committee Member #3:</b> NTSB States with Graduated License Laws for Youth 1998 E-mail #3 from insurance company.	
86		<b>DL Committee Member #4:</b> Phone call #1	
87		<b>DL Committee Member #5:</b> Key facts and figures (see content p. 3, kernel 4); <b>recreate as chart, add total number of teens of DL age in KS?</b>	
88		<b>DL Committee Member #1 (2<sup>nd</sup> question):</b> Phone call #2 Testimony #3 (policeman)	
89		<b>DL Committee Member #2 (2<sup>nd</sup> question):</b> State legislative fact sheet (kernel 3)	
90		<b>DL Committee Member #5 (2<sup>nd</sup> question) :</b> Testimony #5 (grandmother)  <b>[Should we add newspaper article or email to answer this?]</b>	

	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
		<b>CS Committee Member #1:</b> Phone call #2 Testimony #1	
		<b>CS Committee Member #2:</b> Lobbyist (kernel 2) Testimony #3	
		<b>CS Committee Member #3:</b> Testimony #2 (intergenerational advocate)  <b>[Can we add one more piece of evidence to answer this?]</b>	
		<b>CS Committee Member #4:</b> Email #1 (weak) Phone #3 (weak) Testimony #3 Lobbyist (kernel 2)	
		<b>CS Committee Member #5:</b> Wilmington Star kernel 13 Florida article (kernel 12)	
		<b>CS Committee Member #1 (2<sup>nd</sup> question):</b> National Center for Education report on student participation in community service activity.	
		<b>CS Committee Member #2 (2<sup>nd</sup> question):</b> Email #3 Article on teenage volunteering may reduce pregnancy	
		<b>CS Committee Member #4 (2<sup>nd</sup></b>	

	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
		<p><b>question):</b> (kernel 10),</p> <p><b>3<sup>rd</sup> question:</b> Delaware, New York and Maryland laws.]</p>	
91	<p>Half-screen checklist shows all data collected; text of question appears across bottom</p> <p>Thumbs up/thumbs down icons</p>	<p>Checklist covers one side of screen; depends on which side the questioner is on.</p> <p>Show the correct responses</p> <p><b>User gets three tries.</b> <b>After first wrong answer, general prompt</b> <b>After second wrong answer, specific hint.</b> <b>After third wrong answer, give right answer.</b></p> <p>User can re-play videos, look at all evidence, by clicking question mark beside each item on pro/con list.</p> <p>User selects evidence, drags icon outside notebook.</p> <p>When user provides correct evidence, thumbs up icon appears in front of questioner and the icon in front of the evidence also changes to thumbs up.</p>	

	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
		Applause.  Branch to committee room podium automatically.	
92	Committee room podium	Questioner has thumbs up/thumbs down in front of them. <b>[Note: the graphic shows five chairs. Three of the members will ask more than one question. Thus they will have two thumbs up/down icons in front of them.]</b>  Back to half-screen checklist if agreement not reached With eight questions, five will be considered agreement.	
93	Committee room podium; thumbs up in front of members.		
94	Chairman video is in position in right-most chair.  <b>DL Video Chairman.</b> The user sees the same man at the same table. He picks up his papers, pats them	If agreement is sufficient, video of committee chair recommending  After video, branch to Time Transition	

	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
	into a straight pile, and looks up.  <b>CS Video Chairman.</b> The user sees the same woman at the same table. She makes a few final strokes with her pen, then looks up.		
95			
	<b>Time transition</b> The calendar pages turn.	Animation Branch to Office	
	<b>First House Action</b>		
96	Office	Click KLP to read info; click planner on desk or toolbar  Book button flashes on toolbar  Branch to Planner To Do/Today	
97			
98	Planner Today/ To-Do	Drag Committee of the Whole Debate from To-Do to Today  Branch automatically to House/Senate chambers. If user runs for Senate, bill first goes to Senate, if house, bill goes to house.	
99	Kansas House/Senate chambers.  Green Book on desk	Audio plays automatically  Click green book to see bill text	
100	Green Book pages cover 2/3 of graphic.  text of bill as amended in committee in	Display text of bill as amended in committee on or two pages of Green Book	<b>[Mary—Add in text of bills as amended in committee here]</b>

	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
	Green Book:	Click outside book to go back to chamber	
101			
102		Play audio tracks to introduce two amendments	
103			
104			
105			
106			
107			
108			
109			
110			
111		Text of amendment appears across the bottom of the green book.	<p><b>DL House amendment:</b></p> <p>House Bill twenty-three forty-five be amended on page 1, after line 29, by inserting: New sec four paren A The division of vehicles shall not issues any driver's license to any person who is less than 18 years of age unless the person submits to the division satisfactory evidence that the person paren one Has a high school diploma or its equivalent; or paren 2 is enrolled in, attending and making satisfactory progress in school. Paren B The division of vehicles may exempt a person from the requirement to subsection paren A if the person demonstrated the person cannot fulfill the requirement due to circumstances beyond the person's control.</p>

	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
			<p><b>DL Senate amendment:</b></p> <p>Senate Bill thirty-six be amended on page 1, after line 29, by inserting: New sec four paren A The division of vehicles shall not issues any driver’s license to any person who is less than 18 years of age unless the person submits to the division satisfactory evidence that the person paren one Has a high school diploma or its equivalent; or paren 2 is enrolled in, attending and making satisfactory progress in school. Paren B The division of vehicles may exempt a person from the requirement to subsection paren A if the person demonstrated the person cannot fulfill the requirement due to circumstances beyond the person’s control.</p>
			<p><b>CS House amendment:</b></p> <p>House Bill twenty-four-oh-five be amended on page 1 after line 22 by inserting: New sec 2. There is hereby appropriated for the state board of education from the state general fund the following to establish a program to carry out the requirements of section 1: Community service program, one hundred fifty thousand dollars and by renumbering section 2 as section 3.</p>
			<p><b>CS Senate amendment:</b></p> <p>Senate bill two-twenty-seven be amended</p>



	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
			on page 1 after line 22 by inserting: New sec 2. There is hereby appropriated for the state board of education from the state general fund the following to establish a program to carry out the requirements of section 1: Community service program, one hundred fifty thousand dollars and by renumbering section 2 as section 3.
112		User clicks button on desk or microphone (depending on House or Senate) to vote. Button or microphone flashes.	
113			
114			
115		Branch to Time transition	
	<b>Time transition</b> The calendar page turns one day.	animation	
116	House/Senate Chamber.  Green book is clickable to see bill text	Audio with vote results.  <i>Completion of this section.</i>	
117	Tally board shows vote in House		
118	<b>VIDEO</b> <b>The user sees a newscaster on the computer screen. The DL newscaster is a female and the CS newscaster is male.</b>		
119	<b>Time transition</b> The calendar pages turn.	animation	
	<b>Second House Standing Committee</b>		
120	Office	Click to look in planner	

	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
		Branch to Planner To Do/Today	
121	<b>Planner Today/ To-Do</b>	<p>Drag Present to House/Senate Standing Committee from To-Do to Today; click outside planner to exit</p> <p>Branch to Presentation template on Office computer screen.</p>	
122	Presentation template on Office computer screen.	User drags evidence from pro/con list to sections II and III. User may open briefcase to review evidence in more detail.	<p><b>DL Presentation Template:</b></p> <p>I. This bill will raise the legal driving age to 17 and require 50 hours of supervised driving with a licensed adult.</p> <p>II. The arguments for the bill are: (choose evidence to support your case)</p> <p>III. The arguments against the bill are: (choose evidence against your case.)</p> <p>IV. In conclusion, I encourage you to recommend passing this life-saving bill.</p> <p><b>CS Presentation Template:</b></p> <p>I. This bill will make community service a requirement for high school graduation.</p>

	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
			<p>II. The arguments for the bill are: (put pro evidence here.)</p> <p>III. The arguments against the bill are: (put con evidence here.)</p> <p>IV. In conclusion, I ask you to recommend passing this bill because it will not only help our young people develop civic responsibility, but also improve our communities.</p>
123			
124			
125		<p>To close presentation, user clicks Save to Briefcase icon on presentation template.</p> <p>On Save to Briefcase; branch to time transition</p>	
	<b>Time transition</b> The calendar page for one day turns.	animation	
126	<p>Committee room side</p> <p>Photo-people in committee (not the same as in other house committee)</p>	Audio of discussion and announcement.	
127			
128			
129		Branch automatically to office.	
130	Office	To computer screen with e-mail text already inserted.	
131	Computer screen, e-mail program, text inserted by AW.	Click Send	<b>DL e-mail (House track):</b>

	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
		Branch to Time transition	<p>Senator McGee,</p> <p>I respectfully request your support of the driver's license bill. It's the best way to bring down the incidence of accidents among teenagers. Many states have done this. It's time Kansas did, too! Help us save lives.</p> <p>Representative {User's Name}</p>
132			<p><b>DL e-mail (Senate track):</b></p> <p>Representative McGee,</p> <p>[same text file as above]</p> <p>Senator (User's Name)</p>
133			<p><b>CS e-mail (House track)</b></p> <p>Dear Senator Miller,</p> <p>[same text file as above]</p> <p>Respectfully yours, Representative (User's name)</p>
134			<p><b>CS e-mail (Senate track)</b></p> <p>Dear Representative Miller,</p> <p>[same text file as above]</p>

	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
			Respectfully yours, Senator (User's name)
135	<b>Time transition</b> The calendar pages turn.	Animation Branch to Committee Room	
136	Office	Audio plays automatically  Click door on left side to go to hallway	
137	Hallway	Click elevator	
138	Elevator	Select Committee Room from panel  Branch to Committee Room side	
139	Committee Room side	Audio plays automatically  Branch to time transition automatically	
140	<b>Time transition</b> The calendar pages turn.	Animation Branch to Office	
<b>Second House Action</b>			
141	Office	Desktop computer screen flashes. Click computer screen  Branch to computer screen with browser	
142	Computer screen with browser, KS legislative web site	Click House Deliberations or Senate Deliberations link on screen.	

	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
	Recreate or use real thing?	Audio of debate to amend or not. click Next arrow on screen to see final voting  Branch to Time transition	
	1 day time transition		
143	Computer screen with browser, KS legislative web site, bill history	To House voting board/Senate tally sheet	
144	Computer screen showing video of chamber. (crop chamber graphics to fit inside browser window.)	Audio plays automatically. Short pause between House vote and audio	House board shows: 67 aye, 58 nay  Senate tally sheet shows 22 aye, 18 nay.
145	<b>VIDEO</b> <b>The user sees a newscaster interviewing a few people about the issue.</b> <b>These casual “man on the street” interviews.</b>		
	<b>Time transition</b> The calendar pages turn.	animation	
	<b>Governor’s Signature</b>		
146	Office Newspaper on desk shows headline	Celebration sounds.  Guide tells user to take the elevator to go to governor’s office. User clicks door.	Newspaper headline: Legislature Raises Driving Age to 17  Legislature Mandates Community Service for High School Students

	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
		Branch to hallway	
147	Hallway	Click elevator Branch to Elevator interior	
148	Elevator interior	Click governor's office on elevator menu.  Branch to governor's office	
149	Governor's office  <b>Video:</b> At governor's signing press conference. Over governor's shoulder the user sees the governor signs the bill. The governor puts the pen down, lifts his head and addresses the room.  Same governor, different clothes. Over the back shot -- perhaps a different angle. He points across the desk (as if toward the user) to emphasis his words.  Emphatically, he signs the bill.	Audio and video play  Branch to office automatically.  <i>Completion of this section.</i>	
<b>Bill as Law Perspective</b>			
150	Office	Guide prompts user to look in Notes in Planner to see flowchart of completed process.	

	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
		Branch to Notes flowchart	
151	Notes flowchart	Audio review plays, each step in flowchart is highlighted by the animated character.  <i>Completion of this section.</i>	
152	Newspapers from cities throughout Kansas fall one at a time and headlines catch the user's eye. The user sees the impact of his bill.  The final paper appears. It is the same for both tracks.		<p><b>DL Headlines:</b></p> <p><b>Teen Accidents Declining!</b></p> <p>Town name -- Recent studies indicate teen accidents are on the decline since the driver's license age was raised to 17. Last month, teens accidents dropped by 12% and ...</p> <p><b>Community Van Transports Teens Safely</b></p> <p>Town name -- To help teens get to and from school activities now that driving age is higher, a group of citizens has organized a new community van service. Available to all high school students, the new van provides convenient, safe transportation every day. Students say it is the best ...</p> <p><b>Traffic Fatalities for Teenagers At All-Time Low</b></p> <p>Town name -- Fewer teen drivers are dying now that the driving age is higher according to the state transportation agency. The</p>



	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
			<p>agency reports that there were almost 50% fewer teen driving fatalities in the past year ...</p> <p><b>CS Headlines:</b></p> <p><b>Teen Volunteers Help Homeless Shelters Do More</b></p> <p>Town name -- When seniors began volunteering at the local homeless shelter to fulfill their new graduation requirement, they did more than serve dinner. They also helped the shelter initiate a new tutoring program. Says the shelter director, "We couldn't have done it without the extra help . . .</p> <p><b>School Volunteers Assist Tornado Clean-Up</b></p> <p>Town name -- Forty high school students spent the weekend cleaning up debris in neighborhoods devastated by the tornado that ripped through western Kansas last week. The disaster assistance program is part of the high school's response to the community service requirement for all students. Since the program began, more than 70 students have ...</p> <p><b>Teens Say Community Service Giving Them "Real-Life" Lessons</b></p>

	<b>Graphics</b>	<b>Description/ Interactions</b>	<b>Text</b>
			<p>Town name -- High school students gave thumbs up to the new community service graduation requirement in a recent poll. According the state task force on volunteerism, nearly 80% of teens across Kansas value their volunteer experiences. The study said ...</p> <p><b>Final Headline:</b></p> <p><b>Legislature Gearing Up for New Session</b></p>
153	<p>The image dissolves to credits.</p> <p>Needbackground??</p>		<b>TBD</b>