

**University of Kansas, Division of Continuing Education,  
Academic Outreach Programs, Legislative Process CD-ROM Project  
Game Play Scripts, 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.

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	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
	and dissolve to the title screen:  <b>Kansas Lawmaker</b>				
	Log On				
2	Logon screen Text entry boxes				
3	Text entry				
4	Buttons: New Game Continue Saved Game Tutorial				
	Tutorial				
5	§ Tutorial screen § Menu § Skip tutorial button  § Checkmarks inserted after each menu item is completed  Notebook page (use the same as green				

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
	<p>book); include turned up corner at lower right and left for forward and back.</p> <p>All text inserted by AW</p>				
	<b>So, you want to be a legislator?</b>				
6	<p>Time Transition: Calendar pages turn quickly and resolve on June -- the deadline for Candidate's Declaration of Intention</p>	<p>SFX: <i>the pages rustle.</i> (TTfxpg.aif)  Music: <i>a brief sting.</i> (TTmu.aif)</p>			
7	<p>Legal pad with the following headings in script type (inserted by AW) as if the user has written it.</p> <p>Use notebook page</p> <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> </ul>	<p><b>Campaign Manager:</b>  Hello there! Glad you're here. Listen, everyone thinks you'd be a great state legislator.</p> <p>If you run, I'll help you campaign. That's right! Then if you win, I'll go to Topeka with you. I'll be your right hand man.</p> <p>So what do you say? Click each bullet to find out who's eligible. (007a.aif)</p> <p><b>Campaign Manager/Guide prompts if necessary:</b>  <i>(helpfully)</i> Oops, did you forget one?</p>			

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
	- Occupation - Life Experience	(007ap1.aif)  (urgently) Hey, wake up! ( 007ap2.aif)  (sing-songy) You're not done yet. (007ap3.aif)			
8		(after eligibility requirements have been read)  <b>Campaign Manager:</b> Anyone who meets the eligibility requirements can run for office, but it's also a good idea to have qualifications that will help you do the job right. Most legislators have been actively contributing to their communities long before they run for state office. Choose your occupation and life experience now. (008a.aif)  <b>Campaign Manager:</b> See? You're going to be terrific! Come on, let's go file your application. (008b.aif)			
9	<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	<b>SFX:</b> shoes climbing stone steps. (009fxsh.aif)  <b>Music:</b> light, catchy pace. (009mu.aif)			

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
	<p>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> <p>She turns around and marches down the steps</p>	<p><b>Campaign Opponent (Female):</b> Well, well, well! Look who's decided to run for office. I should have known. The whole town's been buzzing about you for weeks. Humph. Well, I'm sure you'll be a formidable opponent.</p> <p><i>(A little sarcastically)</i> May the best candidate win! (009a.mov)</p>			
10	Ballot application [Popup text boxes created in AW by CC]	<p><b>Campaign Manager:</b> Looks like we're going to have a tough race. But don't worry, you can do it!</p> <p>Let's get started. To put your name on the ballot, fill out this form. When you're done, click the signature line. (010a.aif)</p>			

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
11					
12					
13					
14		<p><b>Campaign Manager:</b> All right — you're official! Now it's time to convince people to support you — let's go round up votes. (014a.aif)</p> <p><b>Campaign Manager prompt if necessary:</b></p> <p>Look again, I think you missed something. (014ap1.aif)</p> <p>Hey don't forget to sign it! Click the signature line. (014ap2.aif)</p>			
	<b>Campaign Ad</b>				
15	<p>Campaign ad graphic</p> <p>Includes flashing icons for:</p> <ul style="list-style-type: none"> <li>- issue</li> <li>- campaign finance</li> <li>- clip art</li> </ul> <p>make bigger</p>	<p><b>Campaign Manager:</b> This ad will help you spread the word about your campaign. Click the flashing icons to finish it up. (015a.aif)</p>			

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
16	Issue graphic (flashing icon tells user to click) [ <b>scales of justice?</b> ]	<p><b>Campaign Manager:</b> See the different issues? If you win, you'll be able to introduce a bill before the legislature. That's right — <i>you</i> are going to help make laws.</p> <p>So pick an issue and keep in mind that you'll be learning a lot about the one you choose. (016a.aif)</p> <p><b>Prompt if necessary:</b> Okay, it's time to pick! (016ap1.aif)</p>			
17	Clip art graphic [ <b>issue related: 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> ]	<p><b>Campaign Manager:</b> Here's a chance to emphasize your issue. Choose your favorite illustration. (017a.aif)</p>			
18	Campaign finance graphic. (flashing icon tells user to click) [ <b>\$\$\$</b> ]  (user reads this, then "paid for ..." automatically appears)	<p><b>Guide:</b> The dollar signs will give you information about campaign financing. You need money to run for office. (018a.aif)</p>			
19		<p><b>Campaign Manager:</b> You look like a winner to me. I can't wait until election day. Come on!</p>			

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
		(019a.aif)			
	<b>Time transition</b> Calendar pages turn from August to November	<b>SFX:</b> <i>The pages rustle.</i> (TTfxpg.aif) <b>Music:</b> <i>builds to a sting.</i> (TTmu.aif)			
	<b>Election Results</b>				
20	Election Room: crowd, candidate, newscaster, tally board.  The tally board shows percentages hovering around 50 percent for each candidate  Crowd is photo-people, holding drawn signs, animated to go up and down, with {UserLastName} filled in.  Microphone is drawn, photo-fingers hold it.	SFX: <i>crowd buzzing, cheering</i> (020fxcr.aif)          <b>Newscaster:</b> <i>(excitedly, talking above the crowd noise in typical newstalk tone):</i> What a great, come-from-behind victory. Congratulations to our new state legislator! We know you have big plans for your first term and we look forward to following your progress. Now back to the newsroom. (020a.aif)			
	<b>Time transition</b> Calendar pages turn from November to January.	<b>SFX:</b> <i>the pages rustle.</i> (TTfxpg.aif) <b>Music:</b> <i>builds to a sting.</i> (TTmu.aif)			
	<b>Begin work on legislation</b>				

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</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.	<b>Music:</b> <i>bright, pulsing music provides a stately and energetic underscore.</i> (021a.mov)			
22	Office Newspaper somersaults onto the desk (animation).	<p><i>(after the newspaper tumbles to the desk.)</i></p> <p><b>Guide:</b> You won! It's your first term in office, and I can promise you're in for ninety days of hard work and excitement. We've got a lot to do in a short amount of time, but before we get started, take a minute to get comfortable.</p> <p>Look around your new office — and don't forget to see what's over to the left side of your desk. Then, head through to the door to explore the rest of the Capitol.</p> <p>When you're finished, come back to the office and click the newspaper. (022a.aif)</p> <p><b>Phone audio:</b> <i>(nasal, monotone)</i> No new messages.</p>			

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
		(Nomsg.aif)  <b>Prompt if necessary:</b>  <b>Guide:</b> That's all the time we have now. Click the newspaper in your office. (022ap1.aif)			
23	Newspaper—Topek a Capital-Journal masthead; text inserted by AW	<b>Guide:</b> Look at that — your issue is already in the news! When you're finished reading, click outside the paper. (023a.aif)			
24	Office	<b>Guide:</b> Why don't you check out your day planner on the desk? (024a.aif)			
25	Planner To Do/Today	<b>Guide:</b> See? What did I tell you? We've got our work cut out for us. The task for today is to research the issue. Grab that line and drag it to the Today list. (025a.aif)			
26		<b>SFX:</b> zipper. (Dzipcl.aif)			
	<b>Research the issue</b>				
27	Office	<b>Guide:</b> Before you introduce your bill, you have to get all the background you can.  Usually, many people are responsible for researching a bill — and it can take them weeks to do it. But today, it's just you and me, friend. Thank goodness, we have all kinds of resources available to us.  Remember, at any time, you can see what you need to be doing in your day planner. And to learn even more about the steps you're going through, you can always click the book on the toolbar called the KLP. That stands for Kansas Legislative Process.			

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
		Let's get going. To open your briefcase, click it. (027a.aif)			
28	Briefcase	<p><b>Guide:</b> See all those pockets? We're going to need every one of them. When you find information to defend your bill, drag it to the briefcase on the control bar. You can review it by looking in the folders here. When you think you have enough research material, you can move on to have the Revisor draft your bill so that you can introduce it.</p> <p>Before you start your research, open the pro/con pad. (028a.aif)</p>			
29	Pro/con checklist	<p><b>Guide:</b> You'll sort out all your information on the pro/con pad. When you add something to your briefcase, it will be listed on this pad. It will be up to you to show whether or not the evidence supports your bill by checking Pro or Con by each item.</p> <p>Remember, you have a lot of resources — e-mail, phone messages, meetings, the library, and the Legislative Research Department. So, start digging and put everything you need into the briefcase on the control bar.</p> <p>Click outside the briefcase to return to your office. (029a.aif)</p>			
30	Office	<p><b>SFX:</b> <i>computer bing.</i> (bing.aif)</p> <p><b>Audio:</b> <i>(computer voice)</i> You've got mail. (mail.aif)</p> <p><b>Prompt if user doesn't go to office left:</b> <b>Guide:</b> Move to the left side of the screen to find your computer. (030ap.aif)</p>			
31	Computer desktop				

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
	with icons				
32	e-mail screen				
33					
34					
35					
36					
37					
38	Office				
39	Hallway				
40	Library	<p><b>Librarian Intro text</b>  <i>With assurance and a welcoming tone.</i></p> <p>Hello, he-l-l-O! <i>(She is enthusiastic.)</i> You must be one of our new members. It is <i>such</i> a pleasure to meet you! Come on in!</p> <p>You can see we have lots of materials in this library. Your issue is so important, you'll probably need to use quite a few of them!</p> <p>Well, I won't delay you any longer. Go ahead -- show yourself around. (040aint.aif)</p> <p><b>Librarian response when user has completed research</b>  H-e-l-l-O! Are you back? Oh, I don't think you need to be here -- you have all the information you need. (040adone.aif)</p>			
41					
42	Legislative Research				
43	Hallway	<p><b>Red Coat Hall Guide prompts:</b>  <i>(all friendly in tone)</i></p> <p><b>When user goes too soon to room:</b>  Know where you're going?  (hallnos1.aif)</p>			

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
		<p>Nope, not in there! (hallnos2.aif) Nobody's here yet. Looks like you're ahead of schedule. (hallnos3.aif)</p> <p><b>When user goes to room after they're finished:</b> Everyone's done in here for today. (hallno11.aif) I think you may be a bit late. Nobody's here now. (hallno12.aif)</p> <p><b>Guide prompt if needed:</b> Click the phone to get your messages. (phonep.aif)</p>			
44	Office	<p><b>Driver's License Audio Messages</b></p> <p><b>DL phone message:</b> <i>(assertively)</i> Yes, hello, I belong to the National Association for Safe Drivers, and I just want to say I'm delighted to hear you want to raise the driver's license age. We believe that licenses for everyone under 21 should be more restrictive. We're behind you all the way. Good luck! (044axdl.aif)</p>		<p><b>Community Service Audio Messages</b></p> <p><b>CS phone message:</b> <i>(friendly, confident)</i> Hello there! I'm calling from a nonprofit agency in the city. Just wanted you to know we applaud your efforts on the community service bill. So many agencies need more help. What a great idea to get kids involved early. (044axcs.aif)</p>	
45		<p><b>DL phone message:</b> <i>(earnest and direct)</i> Hello. I have a farm in southeast Kansas and I'm calling to support your bill. I know some farmers think rural kids need to be able to drive to work and school. <i>(He becomes passionate.)</i> But for goodness sake, we've got kids out there killing themselves</p>		<p><b>CS phone message:</b> <i>(softly and shyly)</i> Hi. Um, I'm a 10th grader and I think it's a great idea to require community service in high school. <i>(coughs softly)</i> I'm already in a program at my school and, um, my friends and I really like it. We rake and clean yards for old people and take them presents for</p>	

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
		because we let them drive too early, and I just think we all need to take some responsibility for that. Why, it's just terrible and I hope you're able to do something about it. (045axdl.aif)		Christmas. And, um, last year, we didn't eat our Thanksgiving dinners until late so we could serve dinner at a homeless shelter. Um, I think all kids should get a chance to help people and see how great it is. Thank you. (045axcs.aif)	
46		<b>DL phone message:</b> <i>(quickly, with some teenager uptalk)</i> Hi. I'm president of my freshman class and on behalf of my classmates, I'm calling to ask you to stop this bill. We know we probably need to be more careful when we drive, but, like, we've all been counting on getting our licenses next year. It just wouldn't be fair to change it on us now. (046axdl.aif)		<b>CS phone message:</b> <i>(gruffly)</i> I serve on a school board, and I'm calling to say I can't believe the state wants to require high schools to teach volunteerism to teenagers. I just don't think you can mandate civic responsibility. Good-bye! (046axcs.aif)	
47	Office	<p><b>Guide:</b> Aha—that letter is from a lobbyist! Lobbyists are people who work for groups and organizations to promote their causes. They're a big part of the political world and you need to learn how to work with them.</p> <p>So go ahead and meet with this lobbyist. Just remember, you get to decide how to use their information. Go on, dive in. Check your planner. (050a.aif)</p>			
48	Planner To Do/Today page  <b>Video DL Lobbyist National Brewing Company</b>	<p><b>DL Lobbyist from national brewing company:</b></p>			

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
	<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.</p> <p>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>Glad you could meet with me — know how busy you are. Things going well with your first term?</p> <p>Ah. Good. Good!</p> <p>Let me get straight to the point. As I told you in my e-mail, our company is behind you on this bill. We think it's a very good idea. It's just terrible how many kids die on the road. Let's see, I've got it right here.</p> <p>Yup, this is what I want. It says here nearly 80 percent of all accidents involving 16-year-olds can be attributed to driver error. <u>Eighty</u> percent!</p> <p>So we're glad to see Kansas stepping up to the plate on this issue. You know, they've had great success with this in other states, too. We think graduated licensing makes sense.</p> <p>Keep me posted when you get down to the stretch. We'll do an e-mail blitz to back you up.</p>			

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
	He glances at his watch, stands up, grabs his suit coat off the back of his chair.	Oh, listen, I'm late for another meeting. Like I said, call me. (048axdl.mov)			
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 face.</p> <p>She leans in.</p>			<p><b>CS Lobbyist — a School Superintendent:</b> <i>(sincerely)</i> Hello — I'm so pleased to meet one of our newly-elected legislators! I just wish I was delivering a better message.</p> <p>Everyone on my board is up in arms about this bill, and I have to say, I don't blame them. We all want our kids to become good citizens. You'll get no argument from any of us on that point. But <u>mandate</u> community service? We just don't think it's a good idea.</p> <p>First of all, the state's not going to fund it and that's really going to put us in a bind. We're a big district. We'll have to hire a coordinator for the program, plus we'll have to have some kind of transportation available because the agencies in our area are spread out all over town. How are we supposed to pay for all that?</p>	

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
	She sits up straight, signaling the end of the meeting.			We're also concerned about all the interruptions this might cause during the school day. Will kids be able to make it back and forth during a 55-minute class period? We think there'll be lots of confusion.  I need to touch base with a few more people about this. But on a final note, we hope you'll change your mind. (048axcs.mov)	
49	Office				
50	Full-screen Briefcase				
51		<b>Guide prompts if necessary:</b> Hold it — you need more evidence! Looks like you might need to go to the library.  (051aplib.aif)  Wait a minute — you need more evidence. Looks like you might need to check your e-mail again. (051apema.aif)  Hang on—looks like you have more phone messages. (051apph.aif)			
	<b>Time transition</b> Calendar pages turn.	<b>SFX:</b> <i>the pages rustle.</i> <b>Music:</b> <i>builds to a sting.</i>			
	<b>Prepare bill</b>				
52	Office	<b>Guide:</b> As the sponsor of your bill, you're responsible for getting your ideas to the Revisor of Statutes Office. The Revisor will draft the bill using the proper legal language. Look on your computer for drafts of the statements you could send to the Revisor. Save the one you like best and then we'll take it over to the Revisor's office to discuss it. (057a.aif)			
53	Full-screen computer	<b>Guide prompts:</b>			

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
	desktop with icons	(If user selects #1) Boy, I don't know. It almost sounds like the driver's license is 17, not the driver. (053ap1.aif) Are you sure this is clear enough? It doesn't actually say anything about <i>licenses</i> . (053bp1.aif)  (If user selects #2) That last sentence is a little negative. And what if the student fails to complete the class? (053ap2.aif) You might need to be more specific. After all, you could volunteer at your local pet store, but that wouldn't really count. (053bp2.aif)			
54	Blank document on word processor screen, then body of bill. Include button "Save"	<b>Guide prompts if no response.</b>  It's time to finish. (058ap1.aif)  If you're done, click the Save button. (058ap2.aif)			
55					
	<b>Time transition</b> Calendar pages turn	<b>SFX:</b> <i>the pages rustle</i> <b>Music:</b> <i>builds to a sting.</i>			
	<b>Introduce and refer bill</b>				
56	Office House/Senate calendar on desk	<b>Revisor:</b> <i>(helpfully)</i> Yes, hello, I'm calling from the Revisor's Office to let you know your bill has been drafted. It will be delivered to your desk in the chamber this morning. Thank you. (060a.aif)			
57					

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
		<p><b>Guide:</b> See the calendar on your desk? Everyone in the Statehouse keeps these close at hand so they know what's going on. See where it says Introduction of Bills and Concurrent Resolutions? That's when your bill will be introduced. (061a.aif)</p>			
58	<p>House/Senate calendar, full screen (grey background behind) shows <b>Introduction of Bills and Concurrent Resolutions</b></p> <p>Reference of Bills and Concurrent Resolutions with bill title</p>	<p><b>Guide:</b> Open the planner to check your schedule. (062a.aif)</p>			
59		<p><b>Guide prompts:</b> Click the planner. (063ap1.aif)</p> <p>We're wa-a-a-i-i-i-ting! (063ap2.aif)</p> <p>We're getting behind. Finish up. (063ap3.aif)</p>			
60	<p>Planner Today/ To-Do</p>	<p><b>Guide prompts:</b> Today's the day to introduce your bill. (064ap1.aif)</p> <p>See the line Introduce and refer bill? Drag it to the today page. (064ap2.aif)</p>			

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
61	First House Chamber	<p><b>Guide (House track):</b> What a moment – here you are in the House of Representatives about to introduce your first bill as a legislator! There’s the draft of the bill on your desk. Why don’t you take a minute to review it? (061ah.aif)</p> <p><b>Guide prompt if needed:</b> Click the Green Book. (061ap.aif)</p>	<p><b>Guide (Senate track):</b> What a moment – here you are in the Senate about to introduce your first bill as a legislator! There’s the draft of the bill on your desk. Why don’t you take a minute to review it? (061as.aif)</p> <p><b>Guide prompt if needed:</b> Click the Green Book. (061ap.aif)</p>	<p><b>Guide (House track):</b> What a moment – here you are in the House of Representatives about to introduce your first bill as a legislator! There’s the draft of the bill on your desk. Why don’t you take a minute to review it? (061ah.aif)</p> <p><b>Guide prompt if needed:</b> Click the Green Book. (061ap.aif)</p>	<p><b>Guide (Senate track):</b> What a moment – here you are in the Senate about to introduce your first bill as a legislator! There’s the draft of the bill on your desk. Why don’t you take a minute to review it? (061as.aif)</p> <p><b>Guide prompt if needed:</b> Click the Green Book. (061ap.aif)</p>
62	Close-up of bill	<p><b>Guide – House (while user reads bill text):</b> Do you notice that legal language? How about the number? The chief clerk of the House assigned that number to your bill when it was filed. It’s a unique number – no other bill has it. To get more information about the bill, click the highlighted spots. (062ah.aif)</p> <p><b>Guide prompt if necessary:</b> For more information,</p>	<p><b>Guide – Senate (while user reads bill text):</b> Do you notice that legal language? How about the number? The secretary of the Senate assigned that number to your bill when it was filed. It’s a unique number – no other bill has it. To get more information about the bill, click the highlighted spots. (062as.aif)</p> <p><b>Guide prompt if necessary:</b> For more information,</p>	<p><b>Guide – House (while user reads bill text):</b> Do you notice that legal language? How about the number? The chief clerk of the House assigned that number to your bill when it was filed. It’s a unique number – no other bill has it. To get more information about the bill, click the highlighted spots. (062ah.aif)</p> <p><b>Guide prompt if necessary:</b> For more information,</p>	<p><b>Guide – Senate (while user reads bill text):</b> Do you notice that legal language? How about the number? The secretary of the Senate assigned that number to your bill when it was filed. It’s a unique number – no other bill has it. To get more information about the bill, click the highlighted spots. (062as.aif)</p> <p><b>Guide prompt if necessary:</b> For more information,</p>

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
		roll your pointer over the highlighted sections of the bill. (062ap1.aif)  Move the mouse pointer over the bill. (062ap2.aif)	roll your pointer over the highlighted sections of the bill. (062ap1.aif)  Move the mouse pointer over the bill. (062ap2.aif)	roll your pointer over the highlighted sections of the bill. (062ap1.aif)  Move the mouse pointer over the bill. (062ap2.aif)	roll your pointer over the highlighted sections of the bill. (062ap1.aif)  Move the mouse pointer over the bill. (062ap2.aif)
63		<b>Guide (prompt if necessary):</b> Are you done? Click outside the bill. (063ap1.aif)	<b>Guide (prompt if necessary):</b> Are you done? Click outside the bill. (063ap1.aif)	<b>Guide (prompt if necessary):</b> Are you done? Click outside the bill. (063ap1.aif)	<b>Guide (prompt if necessary):</b> Are you done? Click outside the bill. (063ap1.aif)
64	Chamber Reading clerk photo-person  Or video?? Need to discuss with Mark.	<b>Guide (after user clicks back to chambers):</b> Listen! The reading clerk is about to read your bill. (064ap1.aif)  <b>Speaker of the House</b> Introduction of bills and concurrent resolution. The clerk will read. (064ahdl.aif)  <b>Reading Clerk:</b> <i>(swiftly and with inflection)</i> House Bill twenty-four-oh five: AN ACT relating to qualifications	<b>Guide (after user clicks back to chambers):</b> Listen! The reading clerk is about to read your bill. (064ap1.aif)  <b>President of the Senate:</b> Introduction of bills and concurrent resolution. The clerk will read. (064asdl.aif)  <b>Senate Reading Clerk:</b> <i>(efficiently)</i> Senate Bill thirty-six: AN ACT relating to qualifications for driver's	<b>Guide (after user clicks back to chambers):</b> Listen! The reading clerk is about to read your bill. (064ap1.aif)  <b>Speaker of the House</b> Introduction of bills and concurrent resolution. The clerk will read. (064ahcs.aif)  <b>Reading Clerk:</b> <i>(monotone, efficiently)</i> House Bill twenty-four-oh-five: AN ACT concerning accredited high schools and students	<b>Guide (after user clicks back to chambers):</b> Listen! The reading clerk is about to read your bill. (064ap1.aif)  <b>President of the Senate:</b> Introduction of bills and concurrent resolution. The clerk will read. (064ascs.aif)  <b>Reading Clerk:</b> <i>(monotone, efficiently)</i> Senate Bill two-twenty-seven: AN ACT concerning accredited

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
		<p>for driver’s licenses; amending K.S.A. eight dash two twenty-four and eight dash two twenty-five and repealing the existing sections. (064bhdl.aif)</p> <p><b>Speaker of the House:</b> This constitutes the introduction of Bill number twenty-three-forty-five.</p> <p>House Bill twenty-three-forty- five is hereby referred to the Transportation Committee. (064chdl.aif)</p>	<p>licenses; amending K.S.A eight dash two twenty-four and eight dash two twenty-five and repealing the existing sections. (064bsd.aif)</p> <p><b>President of the Senate:</b> This constitutes the introduction of Bill number thirty-six .</p> <p>At this time I am referring Senate Bill thirty-six to the Committee on Transportation and Tourism. (064csdl.aif)</p>	<p>thereof; relating to requirement of a community service class for graduation. (064bhcs.aif)</p> <p><b>Speaker of the House</b> This constitutes the introduction of Bill number twenty-four-oh-five.</p> <p>At this time I am referring House Bill twenty-four-oh-five to the Committee on Education. (064chcs.aif)</p>	<p>high schools and students thereof; relating to requirement of a community service class for graduation. (064bscs.aif)</p> <p><b>President of the Senate:</b> This constitutes the introduction of Bill number two-twenty-seven.</p> <p>At this time I am referring Senate Bill two-twenty-seven to the Committee on Education. (064cscs.aif)</p>
	<b>Time transition</b> Calendar pages turn	<b>SFX:</b> <i>the pages rustle</i> <b>Music:</b> <i>builds to a sting.</i>			
	<b>Attend Standing Committee</b>				
65	Office	<p><b>Guide DL House:</b> All right — you made it through the gate! Your bill has been referred to the Transportation Committee where it will be considered in depth. The committee will debate and review your</p>	<p><b>Guide DL Senate:</b> All right — you made it through the gate! Your bill has been referred to the Transportation and Tourism Committee where it will be considered in depth. The committee will debate</p>	<p><b>Guide CS – House and Senate tracks:</b> Now we’re getting down to business! Your bill has been referred to the Education Committee where it will be considered in depth. After the committee</p>	<p><b>Guide CS – House and Senate tracks:</b> Now we’re getting down to business! Your bill has been referred to the Education Committee where it will be considered in depth. After the committee</p>

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
		bill thoroughly. Then they'll make a recommendation to the whole chamber. Look at the KLP for more about standing committees. (065ahdl.aif)	and review your bill thoroughly. Then they'll make a recommendation to the whole chamber. Look at the KLP for more about standing committees. (065asdl.aif)	debates your bill, they'll make a recommendation to the whole chamber. Look at the KLP for more about standing committees. (065axcs.aif)	debates your bill, they'll make a recommendation to the whole chamber. Look at the KLP for more about standing committees. (065axcs.aif)
66	KLP, open to explanation of standing committee.	<b>Guide prompts if needed:</b> We need to get going now. (066ap1.aif)  Click outside the book to return to your office. (066ap2.aif)			
	<b>Time transition</b> Calendar pages turn	<b>SFX:</b> <i>the pages rustle</i> <b>Music:</b> <i>builds to a sting.</i>			
67	Office	<b>Guide:</b> Hey, the committee has scheduled your bill for today. Let's get ready for your testimony.  Two things are going to happen in committee today. First, you're going to hear public testimony, then you're going to explain your bill. So now's the time to make sure you've done enough research. Open your briefcase and mark each item on the pro/con list. If you can't remember an item, look for it in your files.  (067a.aif)			
68	Briefcase	<b>Guide prompt if needed:</b> Remember? You need to see if you've organized all your information on the pro/con checklist?  (068ap1.aif)			
69	Pro/con checklist	<b>Guide (if user has all info):</b> You've done your homework! Now you can appear before the standing committee. open your planner to put the meeting on your schedule. (069aok.aif)			

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
		<p><b>Guide (if user needs more info):</b>            Hmm, you're not ready yet. You need to collect more information.            (069amore.aif)</p>			
70	Planner Today/ To-Do				
71	Committee room side  Video of chairperson is placed in chair on far side of podium.				
72	<p><b>DL Committee Chairperson Video:</b>            Committee Chair appears, preferably in a Statehouse committee room. He is middle-aged and dressed conservatively.</p>	<p><b>DL Standing Committee Chairperson:</b>  <i>(with judge-like assuredness)</i>            Coming a little early to get the lay of the land? Well, can't say as I blame you. This is a big opportunity for a new legislator.</p> <p>You'll probably be glad to know I see a lot of merit in this bill. I think we must find a way to help kids drive more safely. I may decide to assign this to a sub-committee to study it in even more detail and I'm planning to hold public hearings, too. I'm sure many people will have an opinion on this issue.</p> <p>Anything can happen in this committee. We can recommend that the bill be passed or not. We can recommend it be passed with amendments. Or we can draft a substitute bill instead. If we don't want to take a stand, we can issue a report and let the houses</p>			

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
		<p>come to a decision without our recommendation. And, if we thought the bill wasn't controversial, we could recommend that it be put directly onto the consent calendar. Finally, your bill could simply not be brought up for consideration at all. As committee chair, that's my decision.</p> <p>I doubt that will be the case with your bill though. I have a feeling we're in for a great debate on this subject.</p> <p>I hope that's all clear to you. Now, we need to get started. (072axdl.mov)</p>			
72 cs	<p><b>CS Committee Chairperson Video</b></p> <p>The user sees a serious-looking, middle-aged woman in a committee room. <b>[Movements to be determined.]</b></p>			<p><b>CS Committee Chairman:</b> <i>(assertively, with a clip)</i></p> <p>Hello! Glad to see you're here already. I've been in meetings all morning — and I can tell you truthfully, your fellow legislators are all talking about this bill.</p> <p><i>(thoughtfully)</i> I think community service is critical to America's future, but I have some reservations about this bill — especially in regard to the impact it may have on our schools. That's why I may decide it needs to go to a sub-committee for a closer look, and I'm certain we'll need to hold a hearing about it.</p>	

	<i>Graphics</i>	<i>House DL</i>	<i>Senate DL</i>	<i>House CS</i>	<u><i>Senate CS</i></u>
				<p>This committee will decide what to recommend to the legislature. If you are very persuasive, we might just recommend that the bill be passed, or passed with amendments. Of course, if you don't convince us, we'll recommend that it not be passed. There's a chance we'll like your idea, but recommend a substitute bill instead. If we can't decide, we'll issue a report without recommendation, and if we think it's going to pass without debate, we'll recommend that it be placed on the consent calendar right away. Or, your bill could simply not be brought up at all for consideration. As committee chair, that's my decision.</p> <p>Do you understand everything? Good. Let's get on with it. (072axcs.mov)</p>	
73	<p>When video completes, the user is still in the committee room -- the public hearing is about to begin.</p>	<p><b>Guide:</b> Like the chairperson said, a lot of people want a chance to speak to the committee about your bill after you give your testimony. That's why the committee has scheduled a full hour for a public hearing. The committee secretary has notified everyone who is going to testify.</p> <p>Listen carefully because you need to decide whether each person's testimony supports your case or not. At the end of each person's statement, put their testimony on your pro/con checklist.</p> <p>Okay, they're ready to start. <b>Click the podium to hear what people think about your bill.</b> First the sponsor of the bill—that's you—explains it, and then you'll hear the public testimony. Then the committee will ask you questions about the bill. Let's skip directly to the testimony by clicking the podium.</p> <p>(073a.aif)</p> <p><b>Guide prompt after no action.</b></p>			

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
		<p>We don't want to miss anything — click the podium! (073ap1.aif)</p> <p><b>Guide prompt if user doesn't indicate pro/con:</b> Decide if the testimony is pro or con, then we'll go on. (073ap2.aif)</p>			
74	<p>Committee room side; Notebook open on side with video list, pro/con checklist</p> <p>Committee chair is seated facing podium.</p> <p>All videos in this segment show person entering from right, turning to face audience. When person is finished, he or she leaves the podium.</p>	<p><b>DL Committee Chair (House track):</b> We've just heard from the sponsor of HB twenty-three-forty-five. Thank you, Representative.</p> <p>We will now hear from members of the public who would like to address the proposed driver's license qualification changes. (074ahdl.aif)</p>	<p><b>DL Committee Chair (Senate track):</b> We've just heard from the sponsor of SB thirty-six. Thank you, Senator.</p> <p>We will now hear from members of the public who would like to address the proposed driver's license qualification changes. (074asdl.aif)</p>	<p><b>CS Committee Chair (House track):</b> We've just heard from the sponsor of HB twenty-four-oh-five. Thank you, Representative.</p> <p>We will now hear from members of the public who would like to address the proposed requirement of community service for high school graduation. (074ahcs.aif)</p>	<p><b>CS Committee Chair (Senate track):</b> We've just heard from the sponsor of SB two-twenty-seven. Thank you, Senator.</p> <p>We will now hear from members of the public who would like to address the proposed requirement of community service for high school graduation. (074ascs.aif)</p>
75	<p><b>Video DL #1 Public Relations Officer, Kansas Agriculture Association.</b></p>				

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
	<p>The user sees a female executive. She is serious as she addresses the committee.</p> <p>Her adamant tone and expression are convincing.</p>	<p><b>DL#1 Kansas Agricultural Association Public Relations Officer:</b> <i>(with authority and a crisp clip)</i> Thank you, Mr. Chairperson. I'm here today to give you the response of our agricultural association to the proposed driver's license bill. On an issue as important as teen driving, we felt it was critical to approach our members for their input, so we went to great lengths to do so. Our Resolutions Committee distributed 44,000 surveys to members throughout the state. We used their responses to draft our resolutions, then we sent the drafts out to <i>all</i> 105 counties to get feedback.</p> <p>Here is what we decided. We support the provisions of this bill that call for increased penalties for driving violations and suspensions for alcohol and drug related offenses. But that is all we go along with. We do not support raising the driving age to 17 or tightening restrictions on 14 and 15 year olds. In rural areas across Kansas, 14-year-olds must be able to drive to and from activities related to agricultural production, provided they live or work on a farm. We believe they must also be able to drive to and from school.</p> <p>That sums up the views of our organization. (075axdl.mov)</p>			
76	<p><b>Video DL #2: Mother</b> An excited woman, this mom is smartly dressed and eager to be heard.</p>	<p><b>DL #2 Mother:</b> <i>(urgently, perhaps almost too fast because she is so adamant.)</i> Thank you, Mr. Chairperson. I'm here today because I think this bill is another example of trying to legislate parenting. Teenage driving is ultimately the parents' responsibility. Parents need to educate our kids about safe driving and give them a lot of supervision. That's the best solution.</p> <p>Why I'd much rather be in a car with my 15-year-old son than with my 77-year-old father. If accident rates for other age groups were 15 percent or higher would you legislate to have those groups restricted? It's just absurd to pass a law that will give 17-year-olds just one year of unsupervised driving before they go off to college and highway driving.</p>			

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
		I believe we need to educate, <u>not</u> legislate. (076axdl.mov)			
	She is resolute.				
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>	<p><b>DL #3: Chief of Police</b> <i>(a little choppy as he reads his statement out loud.)</i> Thank you, Mr. Chairperson. By working in such a small town as I do, I have the opportunity to get to know the community on more than a professional level. Not only do I play the role as a law enforcement officer, I am also the question and answer guy for the whole town.</p> <p>When an accident claims the life of a young person, it makes a tremendous impact on everyone. But, this impact doesn't seem to stay with youths as long as it does with adults. My experience has shown that teenagers feel it will never happen to them.</p> <p>Our police department and school system are already making tremendous strides in developing a more effective Driver's Education program. We have made a requirement that the student and their parents attend an information gathering session where they are given facts pertaining to current laws and past problems.</p> <p>I am a firm believer that continuous education and stricter laws on age-restricted driving will prevent loss of</p>			

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
		life, promote fewer insurance claims due to teenaged driver's accidents, and help provide a safer future. (077axdl.mov)			
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> <p>Perhaps he wipes his brow deliberately and takes a deep breath.</p>	<p><b>DL #4: High School Student</b> <i>(uncomfortably, his voice breaks and he clears his throat now and then)</i> Thank you, Mr. Chairperson. I want to talk to you today about why I am in favor of changing the current driver's license regulations.</p> <p>I do a lot at school and have to attend functions all the time, but I do not feel that the new plan would negatively affect my ability to get to anyplace I need to go.</p> <p>I do think the changes would make teenagers into better drivers. I drove some with my parents before getting a full license and I completed Driver's Ed in school, too. But, when I received my full license, I did not feel that I had been properly trained as a safe driver. I had several close calls.</p> <p>So I think that adding a year to the license age would help. I think this change would be best for everybody. (078axdl.mov)</p>			
79	<p><b>Video DL #5: Grandmother</b> The user sees a matronly woman</p>				

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
	<p>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>	<p><b>DL #5 Grandmother:</b>  <i>(emotionally and with a slight blaming tone)</i>  Thank you, Mr. Chairperson. I'm here to talk about a traffic fatality — a statistic — my grandson, David. David was riding with his best friend Tony and another boy out in the country on their way to another friend's house. Tony speeded up to pass a school bus before the four lanes narrowed to two.</p> <p>He didn't make it. The car flipped over several times and the kids weren't wearing seat belts. They were found lying here and there amongst the weeds and wreckage. David and Tony were dead. The other boy lived but was so badly injured that he spent two months in the hospital. The deputy said the cause of the accident was the inexperience of the young driver — he made a quick and bad decision, then panicked.</p> <p>We had a joint funeral for the boys, and afterwards David's aunt cried out to me, "Oh these Kansas laws that let a green kid haul around other kids!" Until then, I didn't know other states had tougher laws. I hadn't considered that in another state David might not have died, that Tony wouldn't have been driving that morning.</p> <p>This present bill will give kids more time to transition safely from dependent children to independent adults.</p> <p><i>(Her voice rises)</i> I would like to see a gathering of energy and commitment to prevent the deaths of kids like my grandson and his friend. Thank you.  (079axdl.mov)</p>			
75 cs	<p><b>Video CS #1:</b>  <b>Two high school students (male and female) from an urban high school.</b>  The user sees a</p>	<p><b>CS #1: High School Students (A &amp; B)</b></p>			

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
	<p>couple of proud, sharp high school students. The user can tell they are excited as they read their comments.</p>	<p>A: Thank you, Madame Chairperson. We really believe in this bill because we've seen it work. Our service program began as a class entitled Sociology Independent. The first day of class was a Monday and only four kids showed up. But by Thursday that same week, 17 students had enrolled. Now we have three sections of the class and each one had at least 30 students in it. One even had 40 students!</p> <p>B: Our classes do lots of things. We have a monthly dinner and dance for the elderly. Over 200 attend every time. We also helped save a couple's home from foreclosure. Another time we helped with a down payment so a family of four could buy a home after theirs burned down. Sometimes we help families pay rent or utilities until they can get on their feet. We also help at homeless shelters and we tutor in elementary schools, too.</p> <p>A: We think this class is so popular because lots of kids want to help people and this is a great way to learn how to do it. You don't have to figure it all out by yourself and our teachers help us find volunteer jobs we'd like doing. It makes it easier for us. We think every school should have a program like this. (075axcs.mov)</p>			
76 cs	<p><b>Video CS #2: Intergenerational advocate.</b> The user sees an ardent middle-aged man -- perhaps a pastor or social worker. He is a comfortable public speaker. As he talks, he looks intently at the committee.</p>	<p><b>CS #2 Intergenerational Advocate:</b> <i>(Passionately)</i> Thank you, Madame Chairperson. When I go to the schools and talk to the students about our program with the elderly, I always tell them that working with the elderly may not be for everyone, but for those who think they might like to try it, they can make such a big difference. And sure enough, when these kids take part in our program great things happen!</p> <p>There's such a wonderful magic between the two generations. The young people share their energy with the elderly and the elderly often become mentors to the young people.</p> <p>I wholeheartedly support this new bill. And even though I think the mandatory thing is going to be a problem, I also think you sometimes have to mandate something to really bring about change. It will be so beneficial to students and to communities. (076axcs.mov)</p>			

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
77 cs	<p><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.</p>	<p><b>CS #3 School Bd. Assoc. Rep.:</b> <i>(direct, mincing no words)</i></p> <p>Thank you, Madame Chairperson. We oppose this bill for two reasons.</p> <p>First. We believe that <u>local</u> school boards, acting on behalf of their communities, should determine curriculum and graduation requirements. This bill represents a <u>state</u> curriculum mandate. <u>If</u> community service is an appropriate high school requirement, that should be determined by the <u>local</u> school board, staff, site council, and community.</p> <p>The second concern is related to the first. Not only is the state imposing this mandate on every local community, it is doing so without increasing our funding! It is an <u>unfunded</u> mandate. And that is simply not acceptable to us.</p> <p>We hope you will stop this bill now! (077axcs.mov)</p>			
80		<p><b>DL Committee Chairman (male) – House track:</b> <i>(formally)</i></p> <p>We appreciate your attendance today. Public participation is important to our legislative process. Thank you. Now let's hear from the sponsor of this bill. Representative, please come forward.</p>	<p><b>DL Committee Chairman – Senate track (male):</b> <i>(formally)</i></p> <p>We appreciate your attendance today. Public participation is important to our legislative process. Thank you. Now let's hear from the sponsor of this bill. Senator please come forward.</p>	<p><b>CS Committee Chairman – House track (female):</b> <i>(warmly)</i></p> <p>I'd like to thank everyone who came here to testify. Your opinions are important to us. The sponsor is up next. Representative, you have the floor. (080ahcs.aif)</p>	<p><b>CS Committee Chairman – Senate track (female):</b> <i>(warmly)</i></p> <p>I'd like to thank everyone who came here to testify. Your opinions are important to us. The sponsor is up next. Senator, you have the floor. (080asc.aif)</p>

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
		(080ahdl.aif)	(080asdl.aif)		
81	<p>Committee room podium; committee members visible; pro/con checklist visible on podium</p> <p>Photo-people—Committee room members have two views: a) Head down, reading and b) Head up, looking at podium</p>	<p><b>Guide:</b> (<i>softly</i>) Pssst! When committee members are looking up at you, click them to hear their questions. You can respond to each question by dragging the correct evidence from your pro/con list onto the table. If you need to review the evidence, get it out of your briefcase. Good luck! (081a.aif)</p>			
82		<p><b>Note to AOP: Please record <i>each</i> voice saying:</b></p> <p><b>Committee Members:</b> Excuse me, I'd like to ask one more question. (082aq1.aif through 082aq5.aif, where 1-5 are the committee members)</p> <p>I have another question. (082bq1.aif through 082bq5.aif, where 1-5 are the committee members)</p> <p>One more thing, please. (082cq1.aif through 082cq5.aif, where 1-5 are the committee members)</p>			
83		<p><b>DL Committee Member #1</b> (<i>with a rural Kansas accent, curtly</i>) Representative, what evidence suggests that we</p>	<p><b>DL Committee Member #1 (Senate):</b> (<i>with a rural Kansas accent, curtly</i>) Senator, what evidence suggests that we should</p>	<p><b>CS Committee Member #1 (House):</b> (<i>with skepticism</i>) Representative, do you have any evidence that suggests that kids might</p>	<p><b>CS Committee Member #1 (Senate):</b> (<i>with skepticism</i>) Senator, do you have any evidence that suggests that kids might actually</p>

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
		should raise the driving age? (083ahdl1.aif)	raise the driving age? (083asdl1.aif)	actually accept the opportunity to do volunteer work? (083ahcs1.aif)	accept the opportunity to do volunteer work? (083ascs1.aif)
84		<b>DL Committee Member #2 (House):</b> <i>(incredulous)</i> Representative, I find it hard to believe that any teenager would favor tougher restrictions for driver's licenses. Do any kids favor this? (084ahd2.aif)	<b>DL Committee Member #2 (Senate):</b> <i>(incredulous)</i> Senator, I find it hard to believe that any teenager would favor tougher restrictions for driver's licenses. Do any kids favor this? (084ahdl2.aif)	<b>CS Committee Member #2 (House):</b> <i>(with a booming voice)</i> Representative, we heard some educators object to this bill because it's unfunded. Why is that a problem for them? (084ahcs2.aif)	<b>CS Committee Member #2 (Senate):</b> <i>(with a booming voice)</i> Senator, we heard some educators object to this bill because it's unfunded. Why is that a problem for them? (084ascs2.aif)
85		<b>DL Committee Member #3 (House):</b> <i>(directly)</i> Representative, surely, we're not the only state thinking about this issue. I want to know what other states are doing about it. (085ahdl3.aif)	<b>DL Committee Member #3 (Senate):</b> <i>(directly)</i> Senator, surely, we're not the only state thinking about this issue. I want to know what other states are doing about it. (085ahdl3.aif)	<b>CS Committee Member #3 (House):</b> <i>(with a rural Kansas accent)</i> Representative, so many people think teens are irresponsible and hard to be around. What evidence do you have that teenagers can actually benefit people? (085ahcs3.aif)	<b>CS Committee Member #3 (House):</b> <i>(with a rural Kansas accent)</i> Senator, so many people think teens are irresponsible and hard to be around. What evidence do you have that teenagers can actually benefit people? (085ascs3.aif)
86		<b>DL Committee Member #4 (House):</b> <i>(pointedly)</i> Representative, what	<b>DL Committee Member #4 (Senate):</b> <i>(pointedly)</i> Senator, what position do	<b>CS Committee Member #4 (House):</b> <i>(earnestly)</i> Representative, it's	<b>CS Committee Member #4 (Senate):</b> <i>(earnestly)</i> Senator, it's troublesome

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
		position do national organizations take on this issue? (086ahdl4.aif)	national organizations take on this issue? ( 086asdl4.aif)	troublesome to me that several school board members oppose this bill. Why is that? (086ahcs4.aif)	to me that several school board members oppose this bill. Why is that? (086asc4.aif)
87		<b>DL Chair (House):</b> <i>(adamantly)</i> Representative, so how many kids are we talking about here? How many teenagers will be affected? (087ahdl5.aif)	<b>DL Chair (Senate):</b> <i>(adamantly)</i> Senator, so how many kids are we talking about here? How many teenagers will be affected? (087asdl5.aif)	<b>CS Chair (House):</b> <i>(robustly)</i> Representative, I can just imagine this catching on around the whole country. How do people in other states feel about this issue? (087ahcs5.aif)	<b>CS Chair (Senate):</b> <i>(robustly)</i> Senator, I can just imagine this catching on around the whole country. How do people in other states feel about this issue? (087ahcs5.aif)
88		<b>DL Committee Member #1 (2<sup>nd</sup> question) (House):</b> <i>(with a rural Kansas accent)</i> Excuse me, Representative. I'd like to ask one more question. Personally, I'm not sure what I feel about the agriculture association's position. Is there any evidence that some rural people disagree with them? (088ahdl1.aif)	<b>DL Committee Member #1 (2<sup>nd</sup> question) (Senate):</b> <i>(with a rural Kansas accent)</i> Excuse me, Senator. I'd like to ask one more question. Personally, I'm not sure what I feel about the agriculture association's position. Is there any evidence that some rural people disagree with them? (088asdl1.aif)	<b>CS Committee Member #1 (2<sup>nd</sup> question) (House):</b> <i>(directly)</i> Excuse me, Representative, I have one more question. I'm wondering if it's really necessary to mandate something like this. How many kids are already taking part in volunteer work? (088ahcs1.aif)	<b>CS Committee Member #1 (2<sup>nd</sup> question) (Senate):</b> <i>(directly)</i> Excuse me, Senator, I have one more question. I'm wondering if it's really necessary to mandate something like this. How many kids are already taking part in volunteer work? (088asc1.aif)

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
89		<p><b>DL Committee Member #2 (2<sup>nd</sup> question) (high-pitched)</b>  Representative, One more thing, please. (pause) I'm sure lack of experience is a part of the teen driving problem, but what about drinking? What's the relationship between drinking and driving for the age group we're looking at?  (089ahdl2.aif)</p>	<p><b>DL Committee Member #2 (2<sup>nd</sup> question) (Senate): (high-pitched)</b>  Senator, One more thing, please. (pause) I'm sure lack of experience is a part of the teen driving problem, but what about drinking? What's the relationship between drinking and driving for the age group we're looking at?  (089asdl2.aif)</p>	<p><b>CS Committee Member #2 (2<sup>nd</sup> question) (House): (curtly)</b>  One more thing, Representative. I'd like to know if this going to <i>help</i> kids, or just give them one more thing to do? I mean, what benefits would there be for kids beyond the community service itself?  (089ahcs2.aif)</p>	<p><b>CS Committee Member #2 (2<sup>nd</sup> question) (Senate): (curtly)</b>  One more thing, Senator. I'd like to know if this going to <i>help</i> kids, or just give them one more thing to do? I mean, what benefits would there be for kids beyond the community service itself?  (089ascs2.aif)</p>
90	.	<p><b>DL Chair (2<sup>nd</sup> question) (House): (with a drone)</b>  Representative, we've heard how farmers feel about this, but what about families? Do you have any evidence that families would support this new bill?  (090ahdl5.aif)</p>	<p><b>DL Chair (2<sup>nd</sup> question) (Senate): (with a drone)</b>  Senator, we've heard how farmers feel about this, but what about families? Do you have any evidence that families would support this new bill?  (090asdl5.aif)</p>	<p><b>CS Chair (2<sup>nd</sup> question) (House):</b>  Just a minute, Representative, I have another question. Have the laws for community service in other states held up in court?  (090ahcs4.aif)</p>	<p><b>CS Chair (2<sup>nd</sup> question) (Senate):</b>  Just a minute, Senator, I have another question. Have the laws for community service in other states held up in court?  (090ascs4.aif)</p>
91	Half-screen checklist shows all data collected; text of question appears across bottom	<p><b>Guide prompt after 1st incorrect response (DL and CS tracks):</b>  You need better evidence than that.  (091ap1.aif)</p> <p><b>Guide prompt after 2nd incorrect response (specific to each issue):</b>  <i>To be developed when content is fully finalized. Guide will offer a hint specific to the correct evidence.</i></p>			

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
	Thumbs up/thumbs down icons	(110ap2.aif) <b>Guide prompt after 3rd incorrect response (specific to each issue).</b> <i>To be developed when content is fully finalized. Guide will identify the correct evidence.</i> (110ap3.aif)			
92	Committee room podium	<b>SFX (thumbs up):</b> <i>cheering and applause.</i> (sfxcheer.aif)  <b>SFX (thumbs down):</b> <i>grumbling.</i> (sfxgrumb.aif)  <b>Guide (if five or more thumbs down):</b> <i>(whispering)</i> Hey, you better put different evidence in front of the members with their thumbs down. (092ap1.aif)			
93	Committee room podium; thumbs up in front of members.				
94	Chairman video is in position in right-most chair.  <b>DL Video</b>	<b>[Mark—we need to talk about how we’re doing this section. Video? Two videos on screen, alternating? Video plus photo-people?]</b>  <b>DL Committee Chairman:</b> Is there any other discussion?  <b>Committee Person 1:</b> Mr. Chairperson, since the bill was drafted, it has come to my attention that further language needs to be inserted requiring proof of successful completion of a drivers alcohol and drug information school.  <b>Committee Person 2</b>	<b>CS Track</b>  <b>CS Committee Chairman:</b> Is there any further discussion?  <b>Committee Person 1:</b> Madame Chairperson, I have reviewed the bill and would comment that this type of activity, while worthwhile, takes time from the 3 Rs. Teachers already complain that they do not have students in class enough. I move that we amend the bill by inserting language to require that this community service take place outside of regular school hours.		

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
	<p><b>Chairman.</b> The user sees the same man at the same table. He picks up his papers, pats them into a straight pile, and looks up.</p> <p><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.</p>	<p>Mr. Chairperson, I'm not sure this is necessary. After all, they get drug and alcohol information in school all the time.</p> <p><b>Committee Person 1:</b> True, but we all know that drinking and driving is a severe problem with this age group. I think we should certify completion of drug and alcohol education. I move to amend this bill to add this requirement.</p> <p><b>DL Committee Chairman:</b> Is there any further discussion? (pause) Seeing none, all in favor, aye.</p> <p><b>SFX:</b> <i>six voices saying aye.</i></p> <p><b>DL Committee Chairman:</b> All opposed, nay.</p> <p><b>SFX:</b> <i>two voices saying nay.</i></p> <p><b>DL Committee Chairman:</b> The amendment is adopted.</p> <p><b>Committee Member:</b> Mr. Chairperson, I move to recommend the bill favorably for passage as amended.</p> <p><b>DL Committee Chairman:</b> Is there any discussion? Seeing none, all in favor, aye.</p> <p><b>SFX:</b> <i>eight voices saying aye.</i></p>	<p><b>Committee Person 2:</b> Madame Chairperson, then when will students have time for sports, or jobs, or other after-school activities that are important to their development?</p> <p><b>Committee Person 1:</b> Remember that the community service requirement is just one class, so students should be able to work around their extracurricular activities.</p> <p><b>CS Committee Chairman:</b> Is there any further discussion? Seeing none, all in favor, aye.</p> <p><b>SFX:</b> <i>six voices saying aye.</i></p> <p><b>CS Committee Chairman:</b> All opposed, nay.</p> <p><b>SFX:</b> <i>two voices saying nay.</i></p> <p><b>CS Committee Chairman:</b> The amendment is adopted.</p> <p><b>CS Committee Member:</b> Madame Chairperson, I move to recommend the bill favorably for passage as amended.</p> <p><b>CS Committee Chairman:</b> Is there any discussion? Seeing none, all in favor, aye.</p> <p><b>SFX:</b> <i>eight voices saying aye.</i></p> <p><b>CS Committee Chairman:</b></p>		

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
		<p><b>DL Committee Chairman:</b> All opposed, nay.</p> <p><b>SFX: <i>silence</i></b></p>		<p>All opposed, nay.</p> <p><b>SFX: <i>silence</i></b></p>	
95		<p><b>DL Committee Chairman – House track:</b> The motion carries. All right then. The committee has voted to recommend passing the bill as amended. The Revisor will write up our report and I will turn it in to the chief clerk of the House to be placed on the General Orders calendar. Thank you. We are adjourned. (095ahdl.aif)</p>	<p><b>DL Chairman (Senate track):</b> <i>(in character)</i> The motion carries. All right then. The committee has voted to recommend passing the bill as amended. The Revisor will write up our report and I will turn it in to the secretary of the Senate to be placed on the General Orders calendar. Thank you. We are adjourned. (095asdl.aif)</p>	<p><b>CS Chairman (House track):</b> <i>(in character)</i> The motion carries. We've voted to recommend passing this bill. Now, the Revisor will write up our report and I will turn it in to the chief clerk of the House to be placed on the General Orders calendar. Thanks to you all. We're adjourned. (095ahcs.aif)</p>	<p><b>CS Chairman (Senate track):</b> <i>(in character)</i> The motion carries. We've voted to recommend passing this bill. Now, the Revisor will write up our report and I will turn it in to the secretary of the Senate to be placed on the General Orders calendar. Thanks to you all. We're adjourned. (095ascs.aif)</p>
	<p><b>Time transition</b> The calendar pages turn.</p>	<p><b>SFX: <i>the pages rustle.</i></b> <b>Music: <i>builds to a sting.</i></b></p>			
	<b>First House Action</b>				
96	Office	<p><b>Guide (House):</b> I have to admit it, I'm impressed. You handled yourself well in there. Things are looking good, but now you're on to the next hurdle — the Committee of the Whole.</p>	<p><b>Guide (Senate):</b> I have to admit it, I'm impressed. You handled yourself well in there. Things are looking good, but now you're on to the next hurdle — the Committee of the Whole.</p>	<p><b>Guide (House):</b> I have to admit it, I'm impressed. You handled yourself well in there. Things are looking good, but now you're on to the next hurdle — the Committee of the Whole.</p>	<p><b>Guide (Senate):</b> I have to admit it, I'm impressed. You handled yourself well in there. Things are looking good, but now you're on to the next hurdle — the Committee of the Whole.</p>

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
		That's right — that's the whole House. That means every representative has a chance to offer amendments to your bill. Look in the KLP for more information. (96ah.aif)	That's right — that's the whole Senate. That means every senator has a chance to offer amendments to your bill. Look in the KLP for more information. (96as.aif)	That's right — that's the whole House. That means every representative has a chance to offer amendments to your bill. Look in the KLP for more information. (96ah.aif)	That's right — that's the whole Senate. That means every senator has a chance to offer amendments to your bill. Look in the KLP for more information. (96as.aif)
97		<b>Guide – House track:</b> Hey, your bill is on the agenda for General Orders today in the House of Representatives, and soon the Committee of the Whole may be considering amendments to your bill from other representatives. Let's go! Check the schedule in your planner. (97ah.aif)	<b>Guide – Senate track:</b> Hey, your bill is on the agenda for General Orders today in the Senate, and soon the Committee of the Whole may be considering amendments to your bill from other senators. Let's go! Check the schedule in your planner. (97as.aif)	<b>Guide – House track:</b> Hey, your bill is on the agenda for General Orders today in the House of Representatives, and soon the Committee of the Whole may be considering amendments to your bill from other representatives. Let's go! Check the schedule in your planner. (97ah.aif)	<b>Guide – Senate track:</b> Hey, your bill is on the agenda for General Orders today in the Senate, and soon the Committee of the Whole may be considering amendments to your bill from other senators. Let's go! Check the schedule in your planner. (97as.aif)
98	Planner Today/ To-Do				
99		<b>CS and DL Tracks Majority Leader (House):</b> Mr. Speaker, I move the House resolve itself into Committee of the Whole for the purpose of	<b>CS and DL Tracks Majority Leader (Senate):</b> Mr. President, I move the Senate resolve itself into Committee of the Whole	<b>CS and DL Tracks Majority Leader (House):</b> Mr. Speaker, I move the House resolve itself into Committee of the Whole for the purpose of	<b>CS and DL Tracks Majority Leader (Senate):</b> Mr. President, I move the Senate resolve itself into Committee of the Whole

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
		<p>considering those bills under the heading of General Orders.</p> <p><b>Speaker of the House</b> You have heard the motion. All in favor say Aye.</p> <p><b>SFX:</b> <i>many ayes</i></p> <p><b>Speaker of the House:</b> All opposed Nay.</p> <p><b>Speaker of the House</b> You have heard the motion. All in favor say Aye.</p> <p><b>SFX:</b> <i>many ayes</i></p> <p><b>Speaker of the House:</b> All opposed Nay.</p> <p><b>SFX:</b> <i>no nays, just background noise.</i></p> <p><b>Speaker of the House:</b></p> <p>The ayes have it and the motion is adopted. The Chair of the Committee of Whole may continue.</p>	<p>for the purpose of considering those bills under the heading of General Orders.</p> <p><b>President of the Senate:</b> You have heard the motion. All in favor say Aye.</p> <p><b>SFX:</b> <i>many ayes</i></p> <p><b>President of the Senate:</b> All opposed Nay.</p> <p><b>SFX:</b> <i>no nays, just background noise.</i></p> <p><b>President of the Senate:</b> ayes have it and the motion is adopted. The Chair of the Committee of Whole may continue.</p> <p>(099as.aif)</p>	<p>considering those bills under the heading of General Orders.</p> <p><b>Speaker of the House</b> You have heard the motion. All in favor say Aye.</p> <p><b>SFX:</b> <i>many ayes</i></p> <p><b>Speaker of the House</b> <b>President of the Senate:</b> All opposed Nay.</p> <p><b>Speaker of the House</b> You have heard the motion. All in favor say Aye.</p> <p><b>SFX:</b> <i>many ayes</i></p> <p><b>Speaker of the House:</b> All opposed Nay.</p> <p><b>SFX:</b> <i>no nays, just background noise.</i></p> <p><b>Speaker of the House:</b></p> <p>The ayes have it and the motion is adopted. The Chair of the Committee</p>	<p>for the purpose of considering those bills under the heading of General Orders.</p> <p><b>President of the Senate:</b> You have heard the motion. All in favor say Aye.</p> <p><b>SFX:</b> <i>many ayes</i></p> <p><b>President of the Senate:</b> All opposed Nay.</p> <p><b>SFX:</b> <i>no nays, just background noise.</i></p> <p><b>President of the Senate:</b> ayes have it and the motion is adopted. The Chair of the Committee of Whole may continue.</p> <p>(099as.aif)</p>

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
		(099ah.aif)		of Whole may continue.  (099ah.aif)	
100					
101		<p><b>SFX:</b> <i>background chamber noise throughout this section. – [Mark—I need you to put this in the background for me, because AW won’t easily play simultaneous sound files.]</i></p> <p><b>Guide Prompt -- DL:</b> <i>(whispering)</i> While the President of the Senate and the Chair of the Committee of the Whole are changing seats, you might want to review your bill for General Orders. It’s in the Green Book. See how the committee amendment was worded? (101apdl1.aif)</p>		<p><b>SFX:</b> <i>background chamber noise throughout this section. – [Mark—I need you to put this in the background for me, because AW won’t easily play simultaneous sound files.]</i></p> <p><b>Guide Prompt -- CS:</b> <i>(softly)</i> While the President of the Senate and the Chair of the Committee of the Whole are changing seats, you might want to review your bill for General Orders. Open the Green Book and take a minute to read how the Revisor drafted the amendment. (101apcs1.aif)</p>	
102					
103		<p><b>DL Chair:</b> The first item of business is House Bill twenty-three forty-five. The chair recognizes Representative Johnson to adopt the committee report.</p> <p><b>DL Representative1:</b> There were committee amendments. I move the adoption of the committee report.</p>	<p><b>DL Chair:</b> The first item of business is Senate Bill thirty-six. The chair recognizes Senator Jones to adopt the committee report.</p> <p><b>DL Senator1:</b> There were committee amendments. I move the adoption of the committee report.</p> <p><b>DL Chair:</b> You have heard the</p>	<p><b>CS Chair:</b> The first item of business is House Bill twenty-four-oh five. The chair recognizes Representative Grant to adopt the committee report.</p> <p><b>CS Representative1:</b> There were committee amendments. I move adoption of the committee report.</p>	<p><b>CS Chair:</b> The first item of business is Senate Bill two-twenty-seven. The chair recognizes Senator Burns to adopt the committee report.</p> <p><b>CS Senator:</b> There were committee amendments. I move adoption of the committee report.</p> <p><b>Chair –Senate track:</b></p>

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
		<p><b>DL Chair:</b> You have heard the motion. All in favor signify by saying aye.</p> <p><b>SFX:</b> <i>Hear many ayes.</i></p> <p><b>Chair:</b> Opposed nay.</p> <p><b>DL SFX:</b> <i>Hear a few nays</i></p> <p><b>DL Chair:</b> The ayes have it and the committee report is adopted. (103ahdl.aif)</p>	<p>motion. All in favor signify by saying aye.</p> <p><b>SFX:</b> <i>Hear many ayes.</i></p> <p><b>Chair:</b> Opposed nay.</p> <p><b>DL SFX:</b> <i>Hear a few nays</i></p> <p><b>DL Chair:</b> The ayes have it and the committee report is adopted. (103asdl.aif)</p>	<p><b>CSChair:</b> You have heard the motion. All in favor signify by saying aye.</p> <p><b>SFX:</b> <i>Hear many ayes.</i></p> <p><b>Chair – House and Senate track:</b> Opposed nay.</p> <p><b>SFX:</b> <i>Hear a few nays.</i></p> <p><b>CS Chair:</b> The ayes have it and the committee report is adopted. Please continue. (103ahcs.aif)</p>	<p>You have heard the motion. All in favor signify by saying aye.</p> <p><b>SFX:</b> <i>Hear many ayes.</i></p> <p><b>Chair – House and Senate track:</b> Opposed nay.</p> <p><b>SFX:</b> <i>Hear a few nays.</i></p> <p><b>CS Chair:</b> The ayes have it and the committee report is adopted. Please continue. (103ascs.aif)</p>
104		<p><b>Guide:</b> Hey, this is when the sponsor – that’s you – explains why the bill should become law. Click the microphone on the podium to hear what you would say. (104ah.aif)</p>	<p><b>Guide:</b> Hey, this is when the sponsor – that’s you – explains why the bill should become law. Click the microphone on your desk to hear what you would say. (104as.aif)</p>		
		<p><b>Guide prompt:</b> You’ll hear what you’d say to the committee of</p>			

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
		<p>the whole if you click the microphone. (104ap1.aif)</p> <p><b>Guide prompt:</b> Click the microphone. (104ap2.aif)</p>			
105		<p><b>DL House or Senate Representative:</b> <i>(dramatically)</i> Kansas has long been concerned about the safety and lives of our teenagers. One way for us to save lives and preserve their safety is to raise the age for obtaining a driver’s license. We need to recognize that maturity is needed when drivers must make a split second decisions. We must ensure that drivers have proper instruction and practice before they are given control of thousand pound vehicles on our roads. That is my reasoning for urging that this bill be passed.</p> <p>Mr. Chairman, I will stand for questions. (105axdl.aif)</p>		<p><b>CS House or Senate Representative:</b> <i>(dramatically)</i> I think we need to expose our teenagers to all kinds of situations, all kinds of people and experiences. When they feel good about themselves and the ways in which they can help others, it gives them satisfaction and pleasure. Often they would like to do some kind of volunteering but do not know how to go about it. By having the schools require community service and by helping to set up the programs to do so, it will be easier for this to happen.</p> <p>Mr. Chairman, I will stand for questions. (105axcs.aif)</p>	
106		<p><b>DL Chair:</b> Are there questions on the bill? The Chair recognizes Representative Shaw. (106ahdl.aif)</p>	<p><b>DL Chair:</b> Are there questions on the bill? The Chair recognizes Senator Stein. (106asdl.aif)</p>	<p><b>Chair:</b> Are there questions on the bill? The Chair recognizes Representative Richardson. (106ahcs.aif)</p>	<p><b>Chair:</b> Are there questions on the bill? The Chair recognizes Senator Alberts. (106ascs.aif)</p>
107		<p><b>DL Representative3:</b> Mr. Chairperson, I</p>	<p><b>DL Senator3:</b> Mr. Chairperson, I</p>	<p><b>CS Representative3:</b> Mr. Chairperson, I</p>	<p><b>CS Senator3:</b> Mr. Chairperson, I</p>

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
		believe education is a critical factor in determining driving ability. Education helps people understand laws. It also helps people develop the maturity they need to be responsible behind the wheel of a car. For those reasons, I move that we add this amendment. (107axdl.aif)	believe education is a critical factor in determining driving ability. Education helps people understand laws. It also helps people develop the maturity they need to be responsible behind the wheel of a car. For those reasons, I move that we add this amendment. (107axdl.aif)	believe that it will be invaluable to expose young people to community service. However, I am concerned about the impact that this may put on our schools, particularly on their budgets. I believe we should back this mandate with funding and ask that the bill be amended to include that. (107axcs.aif)	believe that it will be invaluable to expose young people to community service. However, I am concerned about the impact that this may put on our schools, particularly on their budgets. I believe we should back this mandate with funding and ask that the bill be amended to include that. (107axcs.aif)
108		<p><b>DL Chair:</b> The clerk will read the amendment.</p> <p><b>DL Reading Clerk:</b> 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</p>	<p><b>DL Chair:</b> The clerk will read the amendment.</p> <p><b>DL Reading Clerk:</b> 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</p>	<p><b>Chair:</b> The clerk will read the amendment.</p> <p><b>Reading Clerk:</b> 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</p>	<p><b>Chair:</b> The clerk will read the amendment.</p> <p><b>Reading Clerk:</b> Senate bill two-twenty-seven 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</p>

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
		<p>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>(108ahdl.aif)</p>	<p>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>(108asdl.aif)</p>	<p>as section 3. (108ahcs.aif)</p>	<p>as section 3. (108ascs.aif)</p>
109		<p><b>DL Representative3:</b> Mr. Chairperson, I move adoption of the amendment. (109ahdl.aif)</p>	<p><b>DL Senator3:</b> Mr. Chairperson, I move adoption of the amendment. (109asdl.aif)</p>	<p><b>DL Representative3:</b> Mr. Chairperson, I move adoption of the amendment. (109ahdl.aif)</p>	<p><b>DL Senator3:</b> Mr. Chairperson, I move adoption of the amendment. (109asdl.aif)</p>
110		<p><b>DL Chair:</b> You have heard the motion to adopt the amendment. All in favor, say aye. Opposed, nay. (110ahdl.aif)</p>	<p><b>DL Chair:</b> You have heard the motion to adopt the amendment. All in favor, say aye. Opposed, nay. (110asdl.aif)</p>	<p><b>DL Chair:</b> You have heard the motion to adopt the amendment. All in favor, say aye. Opposed, nay. (110ahdl.aif)</p>	<p><b>DL Chair:</b> You have heard the motion to adopt the amendment. All in favor, say aye. Opposed, nay. (110asdl.aif)</p>
111		<p><b>DL Guide (House track):</b> <i>(whispering)</i> Do you think a high school diploma should be required to get a driver's</p>	<p><b>DL Guide (Senate track):</b> <i>(whispering)</i> Do you think a high school diploma should be required to get a driver's</p>	<p><b>DL Guide (House track):</b> <i>(whispering)</i> Do you think this program should be funded by the state?</p>	<p><b>DL Guide (Senate track):</b> <i>(whispering)</i> Do you think this program should be funded by the state?</p>

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
		license? Choose a button to cast your vote. (111ahdl.aif)	license? Click your microphone to cast your vote. (111asdl.aif)	Choose a button to cast your vote. (111ahdl.aif)	Click your microphone to cast your vote. (111asdl.aif)
112					
113		<p><b>Guide (all tracks after vote is cast):</b>  <i>(still whispering)</i>            Okay, let's hear how the vote went.            (113axdl.aif)</p>			
114		<p><b>Chair:</b>            You've heard the motion to amend. All in favor, signify by voting aye.</p> <p><b>SFX:</b>  <i>A few voices saying aye.</i></p> <p><b>Chair:</b>            All those opposed, nay.</p> <p><b>SFX:</b>  <i>Many voices saying nay.</i></p> <p><b>Chair:</b>            The nays have it. The amendment fails.            (114axdl.aif)</p>			
	<b>Time transition</b> The calendar page turns one day.	<p><b>SFX:</b> <i>the pages rustle.</i>  <b>Music:</b> <i>builds to a sting.</i></p>			
115	House/Senate Chamber.  Green book is clickable to see bill text	<p><b>Guide:</b>  <i>(whispering to get user's attention)</i>            Hey, heads up! It's time for final action on your bill — that means it's time for the final vote.            (115ax.aif)</p>			

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
116	Tally board shows vote in House	<p><b>SFX:</b> <i>ambient chamber sounds.</i></p> <p><b>DL Speaker of the House:</b> This constitutes final action on House Bill twenty-three forty-five The clerk will open the roll and you may record your vote..</p> <p><i>10 second pause in speaking, keep ambient hum throughout.</i></p> <p>65 having voted in favor of and 60 against the passage of House bill twenty-three forty-five as amended, the same having received the required constitutional majority, the bill is hereby declared passed.</p> <p><b>SFX:</b> <i>a gavel rap.</i> (115ahdl.aif)</p>	<p><b>DL President of the Senate:</b> This constitutes final action on SB thirty-six. The clerk will call the roll.</p> <p><b>Clerk:</b> Albertson</p> <p><b>Senator:</b> Nay</p> <p><b>Clerk:</b> Andrews</p> <p><b>Senator:</b> Aye</p> <p>Fade out sound of roll call, fade back in.</p> <p><b>Clerk:</b> Wolf</p> <p><b>Senator:</b> Aye</p> <p><b>DL President of the Senate:</b> 23 having voted in favor of and 17 against the passage of Senate bill thirty-six, the same having received the required constitutional majority, the bill is hereby declared passed.</p>	<p><b>CS Speaker of the House:</b> This constitutes final action on House Bill twenty-four-oh-five. The clerk will open the roll and you may record your vote.</p> <p><i>10 second pause in speaking, keep ambient hum throughout.</i></p> <p>66 having voted in favor of and 59 against the passage of House bill twenty-four-oh-five, the same having received the required constitutional majority, the bill is hereby declared passed.</p> <p><b>SFX:</b> <i>a gavel rap.</i> (115ahcs.aif)</p>	<p><b>CS President of the Senate:</b> This constitutes final action on Senate Bill two-twenty-seven. The clerk will call the roll.</p> <p><b>Clerk:</b> Baker</p> <p><b>Senator:</b> Nay</p> <p><b>Clerk:</b> Charles</p> <p><b>Senator:</b> Aye</p> <p>Fade out sound of roll call, fade back in.</p> <p><b>Clerk:</b> Yacher</p> <p><b>Senator:</b> Aye</p> <p>24 having voted in favor of and 16 against the passage of Senate bill two-twenty-seven, the same having received the required constitutional majority, the bill is hereby declared passed.</p> <p><b>SFX:</b> <i>a gavel rap.</i> (115asc.aif)</p>

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
			<p><b>SFX:</b> <i>a gavel rap.</i></p> <p>(115asdl.aif)</p>		
117	<p><b>VIDEO</b> The user sees a newscaster on the computer screen. The DL newscaster is a female and the CS newscaster is male.</p>	<p><b>DL Newscaster:</b> In Topeka today, the House of Representatives narrowly passed a controversial bill that will raise the legal driving age. Now the bill moves on to the Senate. If this bill survives, teenagers across the state will have to wait one more year to get their license. (117ahdl.aif)</p>	<p><b>DL Newscaster:</b> In Topeka today, the Senate narrowly passed a controversial bill that will raise the legal driving age. Now the bill moves on to the House of Representatives. If this bill survives, teenagers across the state will have to wait one more year to get their license. (117asdl.aif)</p>	<p><b>CS Newscaster – House track:</b> For teenagers across Kansas, school may soon include mandatory volunteer service. Today, the House of Representatives approved a new bill that will make community service a requirement for high school graduation. As the bill makes it’s way to the Senate, school boards are watching closely to see if they’ll need to be adding another new program. (117ahcs.aif)</p>	<p><b>CS Newscaster – Senate track:</b> For teenagers across Kansas, school may soon include mandatory volunteer service. Today, the Senate approved a new bill that will make community service a requirement for high school graduation. As the bill makes its way to the House of Representatives, school boards are watching closely to see if they’ll need to be adding another new program. (117ascs.aif)</p>
118	<p><b>Time transition</b> The calendar pages turn.</p>	<p><b>SFX:</b> <i>the pages rustle.</i> <b>Music:</b> <i>builds to a sting.</i></p>	<p><b>SFX:</b> <i>the pages rustle.</i> <b>Music:</b> <i>builds to a sting.</i></p>	<p><b>SFX:</b> <i>the pages rustle.</i> <b>Music:</b> <i>builds to a sting.</i></p>	<p><b>SFX:</b> <i>the pages rustle.</i> <b>Music:</b> <i>builds to a sting.</i></p>
	<b>Second House Standing Committee</b>				
119	Office	<p><b>Guide (House track):</b> That was close, but you</p>	<p><b>Guide (Senate track):</b> That was close, but you</p>	<p><b>Guide (House track):</b> That was close, but you</p>	<p><b>Guide (Senate track):</b> That was close, but you</p>

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
		<p>did it — your bill passed the House! To pass, a bill has to get a constitutional majority of the votes in each chamber.</p> <p>Now, your bill has been messaged to the Senate to be introduced and referred to a standing committee, just like it was in the House of Representatives. Let's hope we can convince them to pass it. Time to move along to the next step. (119ah.aif)</p> <p><b>Guide prompt if user doesn't click planner.</b> We'd better polish up your presentation for the Standing Committee. Check your schedule. (119ap1.aif)</p> <p><b>Guide second prompt if user doesn't click planner.</b> Drag the presentation line to the Today page in the planner.</p>	<p>did it — your bill passed the Senate! To pass, a bill has to get a constitutional majority of the votes in each chamber.</p> <p>Now, your bill has been messaged to the House to be introduced and referred to a standing committee, just like it was in the Senate. Let's hope we can convince them to pass it. Time to move along to the next step. (119as.aif)</p> <p><b>Guide prompt if user doesn't click planner.</b> We'd better polish up your presentation for the Standing Committee. Check your schedule. (119ap1.aif)</p> <p><b>Guide second prompt if user doesn't click planner.</b> Drag the presentation line to the Today page in the planner. (119ap2.aif)</p>	<p>did it — your bill passed the House! To pass, a bill has to get a constitutional majority of the votes in each chamber.</p> <p>Now, your bill has been messaged to the Senate to be introduced and referred to a standing committee, just like it was in the House of Representatives. Let's hope we can convince them to pass it. Time to move along to the next step. (119ah.aif)</p> <p><b>Guide prompt if user doesn't click planner.</b> We'd better polish up your presentation for the Standing Committee. Check your schedule. (119ap1.aif)</p> <p><b>Guide second prompt if user doesn't click planner.</b> Drag the presentation line to the Today page in the planner.</p>	<p>did it — your bill passed the Senate! To pass, a bill has to get a constitutional majority of the votes in each chamber.</p> <p>Now, your bill has been messaged to the House to be introduced and referred to a standing committee, just like it was in the Senate. Let's hope we can convince them to pass it. Time to move along to the next step. (119as.aif)</p> <p><b>Guide prompt if user doesn't click planner.</b> We'd better polish up your presentation for the Standing Committee. Check your schedule. (119ap1.aif)</p> <p><b>Guide second prompt if user doesn't click planner.</b> Drag the presentation line to the Today page in the planner. (119ap2.aif)</p>

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
		(119ap2.aif)		(119ap2.aif)	
120	<b>Planner Today/ To-Do</b>				
121	Presentation template on Office computer screen.	<p><b>Guide (House Track):</b> Okay, this is another critical point in the legislative process. You've got to convince the Senate Standing Committee to support your bill. These are the people who will recommend to pass, fail or amend your bill — and if they decide to amend it, that means it will be sent back to the House for approval again after the Senate approves it.</p> <p>(121ah.aif)</p>	<p><b>Guide (Senate Track):</b> Okay, this is another critical point in the legislative process. You've got to convince the House Standing Committee to support your bill. These are the people who will recommend to pass, fail or amend your bill — and if they decide to amend it, that means it will be sent back to the Senate for approval again after the House approves it.</p> <p>(121as.aif)</p>	<p><b>Guide (House Track):</b> Okay, this is another critical point in the legislative process. You've got to convince the Senate Standing Committee to support your bill. These are the people who will recommend to pass, fail or amend your bill — and if they decide to amend it, that means it will be sent back to the House for approval again after the Senate approves it.</p> <p>(121ah.aif)</p>	<p><b>Guide (Senate Track):</b> Okay, this is another critical point in the legislative process. You've got to convince the House Standing Committee to support your bill. These are the people who will recommend to pass, fail or amend your bill — and if they decide to amend it, that means it will be sent back to the Senate for approval again after the House approves it.</p> <p>(121as.aif)</p>
122		<p><b>Guide (both tracks—separate audio file from above):</b> Use the evidence on your pro/con list to build a strong case for your bill. Remember, you can review the evidence in your briefcase if you need to. Okay, give it all you've got — and when you're ready to face the committee, close your presentation notes by saving them to your briefcase.</p> <p>(122ax.aif)</p>			
123		<p><b>Guide prompt if user does not drag out at least 4 pro and 2 con.</b></p> <p>To convince this committee, you'll need more evidence.</p> <p>(123ap1.aif)</p>			

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
124		<p><b>Guide prompt if user takes too long.</b></p> <p>Finish up and save the presentation to the briefcase. (124ap1.aif)</p> <p>Click the button that says “Save to Briefcase.” (124ap2.aif)</p>			
	<b>Time transition</b> The calendar page for one day turns.	<p><b>SFX:</b> <i>the pages rustle.</i></p> <p><b>Music:</b> <i>builds to a sting.</i></p>			
125	Committee room side  Photo-people in committee (not the same as in other house committee)	<p><b>[We come into the committee room just after the presentation by the sponsor.]</b></p> <p><b>[Mark—Have each member raise their hand.]</b></p> <p><b>Guide:</b> <i>(Talking softly)</i> They’ve just heard your presentation. To hear the discussion, click on the members who raise their hands. (125a.aif)</p> <p><b>Guide prompts:</b> Click the Senator whose hand is raised. (125ahp1.aif)</p> <p>Click the Representative whose hand is raised. (125asp1.aif)</p> <p>It looks like there’s another question. (125ap2.aif)</p> <p>Another member is raising his hand with a question. (125ap3.aif)</p>			
126		<b>DL Committee Member 1:</b> <i>(confidentially)</i>		<b>CS Committee Member 1:</b> <i>(with authority)</i>	

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
		Mr. Chairman, this presentation has made it clear that driving is dangerous for teenagers. But I'm concerned about the radical nature of the change in the law. Why can't we just recommend more driver's ed? (126axdl.aif)		Madam Chairperson, I think this a very fine idea — it makes sense to make community service a priority in education. (126axcs.aif)	
127		<b>DL Committee Member 2:</b> <i>(doubtfully)</i> Mr. Chairman, driver's ed doesn't seem to be working. Perhaps we need a radical solution. (127axdl.aif)		<b>CS Committee Member 2:</b> <i>(with astonishment)</i> Madam Chairperson, how can we force the schools to add community service to the roster? Their budgets are so tight they're already cutting many traditional education programs like art and music! (127axcs.aif)	
128		<b>DL Committee Member 3:</b> <i>(assertively)</i> Mr. Chairman, I agree, I think we need to raise the age, because driving is a serious responsibility. (128axdl.aif)		<b>CS Committee Member 3:</b> <i>(boldly)</i> Madam Chairperson, although school budgets are tight, I believe it's time to make a strong statement about the importance of service. Getting kids involved at an early age should give the whole state a better future. (128axcs.aif)	
		<p><b>Guide:</b> What did I tell you? The second round is just as tough as the first. They're about done here, so we can leave any time now. (128b.aif)</p> <p><b>Guide prompt:</b> Click the Exit sign to head back to the office. (128bp1.aif)</p>			
129	Office	<b>DL Guide:</b>	<b>DL Guide:</b>	<b>CS Guide (House track):</b>	<b>CS Guide (Senate track):</b>

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
		That second committee is as challenging as the first. Hey, did you remember to talk to Senator McGee about this? He could have the deciding vote, so send him an e-mail from your computer. (129ahdl.aif)	That second committee is as challenging as the first. Hey, did you remember to e-mail Representative McGee about this? He could have the deciding vote, so send him an e-mail from your computer. (129asdl.aif)	That second committee is as challenging as the first. It might be a good idea to ask a few members for support personally. Why don't you start with Senator Miller? She has a lot of influence. E-mail her from your computer. (129ahcs.aif)	That second committee is as challenging as the first. It might be a good idea to ask a few members for support personally. Why don't you start with Representative Miller? She has a lot of influence. E-mail her from your computer. (129ascs.aif)
130	Computer screen, e-mail program, text inserted by AW.				
131					
132					
133					
134	<b>Time transition</b> The calendar pages turn.	<b>SFX:</b> <i>the pages rustle.</i> <b>Music:</b> <i>builds to a sting.</i>			
135	Office	<b>Guide:</b> I just got a call from the standing committee — they've made a decision. Let's go to the committee room to hear what they're going to recommend. (135a.aif)  <b>Guide first prompt after no action:</b> Come on! We need to take the elevator to the committee room. (135ap1.aif)  <b>Guide second prompt after no action:</b> Go out the door to the elevator to get to the committee room. (135ap2.aif)			

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
136	Hallway	<b>Guide prompt after no action:</b> What are you waiting for? Get in the elevator! (136ap1.aif)			
137	Elevator	<b>Guide prompt after no action:</b> Remember? We're on our way to the committee room. (137ap1.aif)			
138	Committee Room side	<b>DL Standing Committee Chair (new voice - female):</b> <i>(somewhat seriously)</i> I must say, this has been a very challenging issue and I appreciate everyone's input. We have voted to recommend the bill favorably for passage. The committee stands adjourned. (138axdl.aif)		<b>CS Standing Committee Chair (new chair - male):</b> <i>(With enthusiasm)</i> What a good debate we've had over this bill! Now, it looks as if we're all in agreement. We've voted to recommend the bill favorably for passage. The committee stands adjourned. (138axcs.aif)	
139	<b>Time transition</b> The calendar pages turn.	<b>SFX:</b> <i>the pages rustle.</i> <b>Music:</b> <i>builds to a sting.</i>	<b>SFX:</b> <i>the pages rustle.</i> <b>Music:</b> <i>builds to a sting.</i>	<b>SFX:</b> <i>the pages rustle.</i> <b>Music:</b> <i>builds to a sting.</i>	<b>SFX:</b> <i>the pages rustle.</i> <b>Music:</b> <i>builds to a sting.</i>
	<b>Second House Action</b>				
140	Office	<b>Guide (House track):</b> All right now, we're almost there. Looks like your bill is on General Orders in the Senate today. Want to hear what's going on? Check the Kansas Legislative web site on your computer. (140ah.aif)	<b>Guide (Senate track):</b> All right now, we're almost there. Looks like your bill is on General Orders in the House today. Want to hear what's going on? Go to the Kansas Legislative web site on your computer. (140as.aif)	<b>Guide (House track):</b> All right now, we're almost there. Looks like your bill is on General Orders in the Senate today. Want to hear what's going on? Check the Kansas Legislative web site on your computer. (140ah.aif)	<b>Guide (Senate track):</b> All right now, we're almost there. Looks like your bill is on General Orders in the House today. Want to hear what's going on? Go to the Kansas Legislative web site on your computer. (140as.aif)

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
141		<p><b>Guide prompt after no activity.</b> Click the Internet icon on the computer to see the web site.</p> <p>(141ap1.aif)</p>			
		<b>[Mark—This is all audio only]</b>			
142	<p>Computer screen with browser, KS legislative web site</p> <p>Recreate or use real thing?</p>	<p><b>SFX:</b> <i>a hum of activity and talking in background.</i></p> <p><b>Chair:</b> The chair recognizes the Senator from Homewood County</p> <p><b>DL Senator 1:</b> <i>(imploringly, above the crowd)</i> Mr. Chairman, I cannot support any bill that will make it more difficult for the young farmers of Kansas to get from school to the fields. To prosper, our farms need every hand we can get.</p> <p><b>Chair:</b> The chair recognizes the Senator from Woodman County</p> <p><b>DL Senator 2:</b></p>	<p><b>SFX:</b> <i>a hum of activity and talking in background.</i></p> <p><b>Chair:</b> The chair recognizes Representative Joyce</p> <p><b>DL Representative 1:</b> <i>(imploringly, above the crowd)</i> Mr. Chairman, I cannot support any bill that will make it more difficult for the young farmers of Kansas to get from school to the fields. To prosper, our farms need every hand we can get.</p> <p><b>Chair:</b> The chair recognizes Representative Gruber.</p> <p><b>DL Representative 2:</b> Mr. Chair, with all due respect to the</p>	<p><b>SFX:</b> <i>a hum of activity and talking in background.</i></p> <p><b>Chair (Senate):</b> The chair recognizes Representative Crabtree.</p> <p><b>CS Senator 1:</b> <i>(imploringly, above the crowd)</i> Mr. Chair, I can scarcely believe we are even considering this bill. If we continue to require more and more programs, how can we possible expect our schools to deliver high-quality education? This is a nice idea, but it's not critical to academic success.</p> <p><b>Chair (House):</b> The chair recognizes the Senator from Bobber County.</p>	<p><b>SFX:</b> <i>a hum of activity and talking in background.</i></p> <p><b>Chair (House):</b> The chair recognizes the Senator from Fox County.</p> <p><b>CS Representative 1:</b> <i>(imploringly, above the crowd)</i> Mr. Chair, I can scarcely believe we are even considering this bill. If we continue to require more and more programs, how can we possible expect our schools to deliver high-quality education? This is a nice idea, but it's not critical to academic success.</p> <p><b>Chair (Senate):</b> The chair recognizes Representative Irons.</p>

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
		<p>Mr. Chair, with all due respect to the representative/senator, every traveler on our country roads is at greater risk as long as we allow teenagers to drive before they are old enough to know how serious driving really is. We must pass this bill.</p> <p><b>DL Chair:</b> Are there any further questions? <i>(pause)</i> Seeing none, you may close.</p> <p><b>DL Senator 2:</b> I move that when the committee rise and report, it recommend House Bill twenty- three forty-five be passed. (142ahdl.aif)</p>	<p>representative/senator, every traveler on our country roads is at greater risk as long as we allow teenagers to drive before they are old enough to know how serious driving really is. We must pass this bill.</p> <p><b>DL Chair:</b> Are there any further questions? <i>(pause)</i> Seeing none, you may close.</p> <p><b>DL Representative 2– Senate Track:</b> I move that when the committee rise and report, it recommend Senate Bill thirty-six be passed. (142asdl.aif)</p>	<p><b>CS Senator 2:</b> Mr. Chair, I must heartily disagree with my honorable colleague. As long as we continue to treat community service like it just a nice idea, young people will never take it seriously. Volunteerism makes America great, and it's time to teach our kids to value it.</p> <p><b>CS President:</b> Are there any further questions? <i>(pause)</i> Seeing none, you may close.</p> <p><b>CS Senator 2:</b> I move that when the committee rises and reports, it recommend House Bill twenty-four-oh-five favorably for passage. (142ahcs.aif)</p>	<p><b>CS Representative 2:</b> Mr. Chair, I must heartily disagree with my honorable colleague. As long as we continue to treat community service like it just a nice idea, young people will never take it seriously. Volunteerism makes America great, and it's time to teach our kids to value it.</p> <p><b>CS Speaker:</b> Are there any further questions? <i>(pause)</i> Seeing none, you may close.</p> <p><b>CS Representative 2:</b> I move that when the committee rises and reports, it recommend Senate bill two-twenty-seven favorably for passage. (142asc.aif)</p>
	1 day time transition				
143	Office	<b>Guide: (House track)</b> Your bill is up for final action today. Let's go to	<b>Guide: (Senate track)</b> Your bill is up for final action today. Let's go to	<b>Guide: (House track)</b> Your bill is up for final action today. Let's go to	<b>Guide: (Senate track)</b> Your bill is up for final action today. Let's go to

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
		the website to see if the Senate will pass it like the House did. (143ah.aif)	the website see if the House will pass it like the Senate did. (143as.aif)	the website see if the Senate will pass it like the House did. (143ah.aif)	the website see if the House will pass it like the Senate did. (143as.aif)
	Computer screen with browser, KS legislative web site, bill history				
144	Computer screen showing video of chamber. (crop chamber graphics to fit inside browser window.)	<p><b>SFX:</b> <i>ambient hum of activity</i></p> <p><b>DL Speaker of the House:</b> The clerk will open the roll and you may record your vote.</p> <p><i>10 second pause in speaking, keep ambient hum throughout.</i></p> <p>67 having voted in favor of and 58 against the passage of Senate Bill thirty-six, the same having received the required constitutional majority, the bill is hereby declared passed. (144ahdl.aif)</p>	<p><b>SFX:</b> <i>ambient hum of activity</i></p> <p><b>DL President of Senate:</b> The clerk will call the roll.</p> <p><b>Clerk:</b> Benton</p> <p><b>Senator:</b> Aye</p> <p><b>Clerk:</b> Carter</p> <p><b>Senator:</b> Nay</p> <p>Fade out sound of roll call, fade back in.</p> <p><b>Clerk:</b> Wilson</p> <p><b>Senator:</b> Aye</p> <p><b>DL President of Senate:</b> 22 having voted</p>	<p><b>SFX:</b> <i>ambient hum of activity</i></p> <p><b>CS Speaker of the House:</b> The clerk will open the roll and you may record your vote..</p> <p><i>10 second pause in speaking, keep ambient hum throughout.</i></p> <p>68 having voted in favor of and 57 against the passage of Senate Bill two-twenty-seven, the same having received a constitutional majority, the bill is passed.  (144ahcs.aif)</p>	<p><b>SFX:</b> <i>ambient hum of activity</i></p> <p><b>CS President of the Senate:</b> The clerk will call the roll.</p> <p><b>Clerk:</b> Alister</p> <p><b>Senator:</b> Aye</p> <p><b>Clerk:</b> Denby</p> <p><b>Senator:</b> Nay</p> <p>Fade out sound of roll call, fade back in.</p> <p><b>Clerk:</b> Zabriski</p> <p><b>Senator:</b> Aye</p> <p><b>CS President of Senate:</b></p>

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
			in favor of and 18 against the passage of House Bill twenty-three forty-five, the same having received a constitutional majority, the bill is passed. (144asdl.aif)		25 having voted in favor of and 15 against the passage of House Bill twenty-four-oh-five, the same having received a constitutional majority, the bill is passed. (144ascsc.aif)
145	<p><b>VIDEO</b> The user sees a newscaster interviewing a few people about the issue. These are casual “man on the street” interviews.</p>	<p><b>DL News Video Story</b> <b>DL Newscaster:</b> So what do you think of this new bill that’s been approved by the House and the Senate? Do you want the Governor to sign it and raise the driving age to 17?</p> <p><b>40-ish woman:</b> <i>(earnestly)</i> You know my kids will hate me for saying this, but yes, I think the Governor should sign this bill. Our roads are so dangerous now.</p> <p><b>Two teens:</b> <b>Teen 1:</b> <i>(thoughtfully)</i> Well, I just got my license and I know I would have died if I’d had to wait any longer for it. I don’t think the age limit should change.</p> <p><b>Teen 2:</b> <i>(adamantly)</i> No way! We can handle it. Maybe they could add more Driver’s Ed or something, but I hope they don’t raise the age.</p>		<p><b>CS News Video Story</b></p> <p><b>Newscaster:</b> The House and Senate approved required volunteer service for high schoolers. What do you think? Should the Governor make community service mandatory for graduation?</p> <p><b>Three teens:</b> <b>Teen 1:</b> <i>(enthusiastic)</i> I wouldn’t mind. I’d probably like it a lot!</p> <p><b>Teen 2:</b> <i>(incredulous)</i> Oh man, you’re out of your mind. I don’t want any more requirements.</p> <p><b>Teen 3:</b> <i>(self-assured)</i> It seems weird to make it a rule, you know? I mean, it’s not really volunteering then, is it?</p> <p><b>A couple:</b> <b>Parent 1:</b> <i>(seriously)</i> Yes, I think that’s a good idea – it’s a good thing for kids to learn to help others.</p> <p><b>Parent 2:</b> <i>(smiling)</i> I could see that it would help us</p>	

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
		<p><b>30-ish man:</b> (cheerily) Two days ago I would have said no. But yesterday, I got rear-ended by a 16-year-old kid who didn't know he should slow down in heavy traffic. So yeah, I think he should sign it. (145axdl.mov)</p>		<p>try to teach good values. We can always use help with that!</p> <p>(145axcs.mov)</p>	
	<p><b>Time transition</b> The calendar pages turn.</p>	<p><b>SFX:</b> <i>the pages rustle.</i> <b>Music:</b> <i>builds to a sting.</i></p>			
	<p><b>Governor's Signature</b></p>				
146	<p>Office Newspaper on desk shows headline</p>	<p><b>SFX:</b> <i>celebration sounds.</i></p> <p><b>Guide:</b> Way to go, you did it! What a great accomplishment for a rookie. Now there's just one more step – the governor needs to decide what he thinks about your bill. I hear he's considering it this morning. Let's get up to his office! (146a.aif)</p> <p><b>Prompt if necessary:</b> <b>Guide:</b> Click the door so we can go see the Governor! (146ap1.aif)</p>			
147	<p>Hallway</p>	<p><b>Guide:</b> Okay, three things could happen now. The governor can sign it—and that's the best thing.</p> <p><b>SFX:</b> <i>elevator ding</i></p>			

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
		<p><b>Guide:</b> Here's our elevator. (147a.aif)</p>			
148	Elevator interior	<p><b>SFX:</b> <i>elevator doors opening and closing.</i></p> <p><b>Guide:</b> The governor could also decide to take no action on your bill. Then it would become law after ten days without the governor's signature.</p> <p><b>Elevator Operator:</b> Another close one?</p> <p><b>Guide:</b> You said it. But our new member here pulled it off. On our way to the top now.</p> <p><b>Elevator Operator:</b> Well, watch yourself. Last one I took up there came out empty handed.</p> <p><b>Guide:</b> You mean?</p> <p><b>Elevator Operator:</b> Yup, he got vetoed. Just like that. Said he thought it was a shoo-in. <i>(The elevator stops, doors open.)</i> Oh, but don't you worry. You'll be okay, I'm sure of it. Didn't mean to worry you.</p> <p><b>Guide:</b> Hmm, well, <i>(uncomfortable cough)</i> we'll see you. Come on, let's see what the governor thinks of your bill. (148a.aif)</p>			
149	Governor's office  <b>Video:</b> At governor's signing				

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
	<p>press conference. Over governor's shoulder the user sees the governor sign the bill. The governor puts the pen down, lifts his head and addresses the room.</p>	<p><b>DL Governor:</b> <i>(a commanding voice)</i></p> <p>When I heard about this bill, I recalled what a great day it was when I turned 16 and got my license. I finally was allowed to drive my father's Buick. So at first, I didn't want to change the driving age — it's such an old tradition, a deep-rooted rite of passage, if you will.</p> <p>But your evidence has convinced me that we must do something, and this bill seems very reasonable to me. It gives me pleasure to sign a bill that will help save the lives of our young people — after all, they are the future of our great state! (149axdl.mov)</p>		<p><b>CS Governor:</b> <i>(with a commanding voice)</i></p> <p>I am sensitive to the school boards' views on this bill, and I certainly have no desire to burden them unnecessarily. But what are schools about if they are not about shaping good citizens?</p> <p>I'm delighted to sign this bill because it will give young people hands-on volunteer experience. It will teach them what it means to contribute to the community. Indeed, the better they learn that important lesson, the better our future will be.</p> <p>(149axcs.mov)</p>	
	<b>Bill as Law Perspective</b>				
150	Office	<p><b>Guide:</b> All right, you did it! You passed your bill and now it's law. How does it feel? Pretty great, huh? Let's go back and see how you did it. Open your Notes in the planner. (150a.aif)</p>			
151	Notes flowchart	<p><b>Guide (House track/either bill):</b> See, look there. You ran for office - and did very well, I might add, thanks to a strong platform. Then you researched high and low to put together a compelling case for your bill. After that, you refined and introduced</p>	<p><b>Guide (Senate track/either bill):</b> See, look there. You ran for office - and did very well, I might add, thanks to a strong platform. Then you researched high and low to put together a compelling case for your bill. After that, you refined and introduced</p>		

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
		<p>your bill before the House of Representatives. Oh and then the action really got going. You defended your bill before the House standing committee, where it was well received. They sent it on to the Committee of the Whole—the entire House of Representatives — and they passed it by a close margin on final action. So your bill went to the Senate and got referred to another standing committee. They liked it, too and sent it to the whole Senate, where it passed with another close majority on final action.</p> <p>And finally, your bill was sent to the governor. When he signed it, your bill became law across the state of Kansas.</p> <p>And that's it! Now you're a lawmaker, and your law is already beginning to make an</p>	<p>your bill before the whole Senate. Oh and then the action really got going. You defended your bill before the Senate standing committee, where it was well received. They sent it on to the Committee of the Whole—the entire Senate — and they passed it by a close margin on final action. So your bill went to the House and got referred to another standing committee. They liked it there, too and sent it to the whole House, where it passed with another close majority on final action.</p> <p>And finally, your bill was sent to the governor. When he signed it, your bill became law across the state of Kansas.</p> <p>And that's it. Now you're a lawmaker, and your law is already beginning to make an impact. But hey, don't get the idea you can rest</p>		

	<b>Graphics</b>	<b>House DL</b>	<b>Senate DL</b>	<b>House CS</b>	<b>Senate CS</b>
		impact! But hey, don't get the idea you can rest on your laurels. We've got to get ready for next term. Come on! (151ah.aif)	on your laurels. We've got to get ready for next term. Come on! (151as.aif)		
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.	<b>Music:</b> <i>upbeat tempo sets positive tone.</i>			
153	The image dissolves to credits.	<b>Music:</b> <i>pulsing flourish signals the end of the game.</i>			