

## Simulation Procedures

### Senate Committee Members

#### Each Senator will do the following:

- ▶ Learn about the state you represent (perhaps your state already has enacted legislation dealing with EMFs).
- ▶ Understand the needs and concerns of the people you represent. (How do you think the people of your state would feel about enacting legislation controlling EMFs?)
- ▶ Determine if your state will or will not benefit from this bill. (What advantages and disadvantages will this bill bring to your state?)
- ▶ Identify some of the arguments given in favor of and against the bill.
- ▶ Prepare a list of questions that are to be asked of each special interest group and that are based on the concerns the group has identified. This list of questions should reflect the ideas and opinions of the state you represent.

#### The Senators will do the following as a group:

- ▶ Elect a chairperson to conduct the meeting so that it will progress in a smooth and orderly fashion. This approach includes making sure that each interest group has an equal amount of time to present its case, that speakers do not talk out of turn, and that questioning does not become unrelated or sidetracked.
- ▶ If Senators determine that legislation is necessary, prepare a draft bill with the assistance of the entire class.
- ▶ If the Senators determine that legislation is not necessary, prepare a position statement supporting that decision.

### Special Interest Groups

Each group will develop a presentation supporting its position, which will then be presented to the Senate committee.

#### The following six groups will be represented:

- ▶ Group A—National Research Council (NRC), including three dissenters and a committee chairperson
- ▶ Group B—Electrical Appliance Council of America
- ▶ Group C—Council of Electrical Utility Companies (CEUC)
- ▶ Group D—American Medical Association (AMA)
- ▶ Group E—Committee for a Better Environment
- ▶ Group F—The Bioelectromagnetics Society

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## Simulation Procedures

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### **Members of each interest group will need to do the following:**

Use the “Interest Group Fact Sheet” to help organize your presentation.

- ▶ Understand the position and opinions of the group you represent.
- ▶ Read carefully the information that is provided, and identify the important points that support your group’s position and the positions of the opposition. Remember, it is usually helpful to know the position of your opponents.
- ▶ Conduct any necessary outside research that may provide additional information. (Each member of the group might want to examine a different phase or aspect of the argument, or the group members might want to work together.)
- ▶ Identify the most important arguments in support of the group’s position and discuss those ideas.
- ▶ Develop a logical and convincing set of arguments to present at the Senate hearing.
- ▶ Select a spokesperson to give the presentation, or have each member of the group give part of the presentation and provide a different aspect of the group’s position.

### **Hearing Procedures**

- ▶ Each group is allowed up to 5 minutes to make its presentation.
- ▶ After each group presents its position, each Senator may ask a maximum of three questions. Senators should use the Student Page “Senator’s Worksheet” to help organize their thoughts. The group members may discuss the question among themselves before answering the question.
- ▶ When all arguments have been presented and all questioning has been completed, each group will be allowed 1 minute to give a summary of its arguments before the Senators.
- ▶ Upon completion of the hearing, the Senators will meet to vote. The chairperson of the committee will announce the outcome and give an explanation for its decision. (It is suggested that the explanation of the decision be written out so that all the Senators can express their opinions. One possible format for this announcement is to indicate how each Senator voted and the main reason for that vote.)
- ▶ If the Senators decide that legislation will be in the best interest of the public, the class members should prepare a draft bill that they feel will deal effectively with the potential health risks of EMFs. The teacher will assist in developing the bill by providing guidance as necessary.