**STUDENT GOVERNMENT DAY 2024**

Congratulations on being your school's **elected** representative for Student Government Day 2024! This honor includes the opportunity to participate in a speech competition that will be used to select a student to act as governor at Student Government Day on Friday, April 5, 2024.

**Student Governor - Speech Competition**

***This competition is open ONLY to the elected student representative; submissions from alternates will NOT be accepted. Only ONE (1) student will be selected to serve as student governor.***

**Overview**

The Student Government Day (SGD) Team is inviting all **elected** student representatives to participate in a speech competition from which they will select ONE (1) student to act as governor and ONE (1) student to act as lieutenant governor by giving their speeches on Friday, April 5, 2024. The selected students will give their speech during the event to a joint convening of the Senate and House. The purpose of this competition is to give students an opportunity to share and showcase their voice, passion, and civic knowledge, skills, and dispositions.

**Submission Deadline**

All speech competition submissions are due on or before **Wednesday, February 14, 2024**.Submissions should be emailed to studentgovday@doe.mass.edu, and must include both a written script and audio or audio/visual file.

**Speech Criteria**

Submissions will be reviewed based on originality of ideas, organization of ideas, and overall understanding of the topic.

All student designees interested in being selected to act as governor and/or lieutenant governor need to ensure their submission meets the following requirements to be entered in to the competition:

* Their speech is non-partisan.
	+ Speeches CANNOT support or endorse a particular candidate.
	+ Speeches CAN support or endorse a particular bill or idea.
* Their submission includes BOTH (1) a written speech AND (2) an audio or video recording of them delivering the speech.
	+ The written speech (doc, docx, PDF).
	+ The recorded speech (mp3, mp4, mov) NO more than TWO (2) minutes.

**Selecting and Responding to a Topic**

Choose **ONE (1)** of the following options as the topic of your speech. Then, write and record a speech to your peers responding to the topic prompt.

* **Option 1:** In November 2018, [Chapter 296 of the Acts of 2018](https://malegislature.gov/Laws/SessionLaws/Acts/2018/Chapter296), *An Act to Promote and Enhance Civic Engagement*, was signed into law, which includes provisions related to civics education, including student-led civics projects in both grade 8 and high school. The Massachusetts Department of Elementary and Secondary Education published a [Civics Projects Guidebook](https://www.doe.mass.edu/instruction/hss/civics-project-guidebook/index.html#/lessons/Io2YzQhuch-KQI-T0ZQBGGxxnDJr66f2) to support project implementation. The Guidebook frames access to civics education as an equity issue:

***Every student regardless of race, class, ethnicity, religion, education, gender, gender identity, sexual orientation****, or disability has the right to civics education, including effective pedagogy and applied learning.*

Write and record a speech discussing the way(s) that you and your fellow students from across the Commonwealth can strengthen youth civic engagement to help ensure that every student in Massachusetts has access to high-quality civics learning opportunities. We encourage you to draw from your lived experiences, in addition to your vision for the future, and to consider what civic engagement means, looks, and feels like to you. Please be sure your speech meets the criteria outlined above, and is submitted on/before the submission deadline.

* **Option 2:** In June 2018, the Massachusetts Board of Elementary and Secondary Education voted to adopt an updated version of the [History Social Studies Framework.](https://www.doe.mass.edu/frameworks/hss/2018-12.pdf) Guiding Principle 2 of the updated Framework emphasizes that history and social science instruction should be inclusive of diverse perspectives; challenge students to think critically about power, prejudice, and oppression; and be responsive to students' multiple identities. Guiding Principle 2 reads:

***An effective history and social science education incorporates diverse perspectives and acknowledges that perceptions of events are affected by race, ethnicity, culture, religion, education, gender, gender identity, sexual orientation, disability, and personal experience.***

*The traditional motto of the United States is “E pluribus unum” – out of many, one. A history and social science education that does justice to the remarkable diversity of our country must tell the histories of individuals and groups, and honor a plurality of life stories while acknowledging our ongoing struggle to achieve a more perfect union. Teaching how the concepts of freedom, equality, the rule of law, and human rights have influenced United States and world history necessarily involves discussions of race, ethnicity, culture, gender, gender identity, sexual orientation, and other characteristics. Effective instruction challenges students to value their own heritage while embracing our common ideals and shared experiences as they develop their own rigorous thinking about accounts of events. Effective instruction celebrates the progress the United States has made in embracing diversity, while at the same time encouraging honest and informed academic discussions about prejudice, racism, and bigotry in the past and present.*

Write and record a speech discussing the way(s) that you and your fellow students from across the Commonwealth can help ensure that every student in Massachusetts has access to inclusive and affirming history and social science instruction. We encourage you to draw from your lived experiences, in addition to your vision for the future, and to consider what an inclusive classroom and curriculum mean, look, and feel like to you. Please be sure your speech meets the criteria outlined above, and is submitted on/before the submission deadline.