



Lesson AHS.47

CREATING ENGAGING CHAPTER MEETINGS

Unit. Stage Four of Development—SERVE

Problem Area. FFA—An Integral Component of Agricultural Education

Precepts. A3: Plan effectively

National Standards. NL-ENG.K-12.12 — Applying Language Skills — Students use spoken, written, and visual language to accomplish their own purposes.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Understand how to prepare for a well-planned meeting.
- 2 Understand how to conduct a meeting.

3 Understand how to engage self and others in a chapter meeting.



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Time. Instruction time for this lesson: 50 minutes.



Resources

“FFA Official Manual”
“FFA Student Handbook”



Tools, Equipment, and Supplies

- ✓ Writing Surface
- ✓ Overhead Projector
- ✓ AHS.47.TM.A
- ✓ AHS.47.TM.B
- ✓ AHS.47.TM.C
- ✓ AHS.47.TM.D
- ✓ AHS.47.TM.E
- ✓ AHS.47.TM.F
- ✓ AHS.47.Assess—one per student

Key Terms. The following terms are presented in this lesson and appear in bold italics:

- ▶ ***Meeting purpose***
- ▶ ***Order of business***
- ▶ ***Parliamentary procedure***



Interest Approach

You will be using a Descartes Moment to help students understand some of the components of successful and engaging meetings. This introductory activity will cause them to reflect on past meetings or events that they have attended and what made them effective. Provide the students with the following instructions:



Take out a pen or pencil and a sheet of paper. I want you to fold the paper in half. On the left side write the words “What’s Hot.” On the right side, write the words “What’s Not.” Think back to some of the meetings and events that you have attended in the past few months. Were there some meetings that you thought were better than others? Why? Did you feel included? Did you understand the purpose of the meeting? Did you want to attend another meeting sponsored by that group? When I say, “What’s hot.” you will have 90 seconds to write in your “What’s Hot” column everything you remember that made you want to attend another meeting.



Ready. What’s hot?



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At the end of 90 seconds, ask the students to stop writing. Take a few minutes for students to share their lists with the group. Identify the common themes of what made the meetings successful and list them on the writing surface.



Let’s take a few minutes to share your lists with the class. What are some of the common themes that made the meetings so successful?

Then ask them to think about a meeting or activity that was not as successful and to think about the reasons why. Tell them that they will have 90 seconds to write down everything they remember that they did not like about the meeting when you say the words, “What’s not.”



Now think about a meeting or activity that was not as successful and think about the reasons why. When I say, “What’s not.” you will have 90 seconds to write down everything you remember

that you did not like about the meeting. Ready. What's not?

At the end of 90 seconds, ask the students to stop writing and take a few minutes for students to share their lists again with the group. Identify the common themes and list them on the writing surface in contrast to the "What's hot" items.



Again, let's take a few minutes to share your lists with the class. What are some of the common themes that made the meetings so unsuccessful?



Today we will focus on how to design a "what's hot" planning strategy for an effective and engaging chapter meeting. Planning good meetings takes time and effort, but not taking the time to do so will result in turning people away from the organization. In fact, one of the most important chapter activities is the regular chapter meeting. Well-planned meetings—and members' participation in them—are the lifeblood of the chapter.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Understand how to prepare for a well-planned meeting.

Provide the following information on the writing surface and instruct students to capture the information in their notebooks. Relate key themes given in students' responses to the interest approach to the definitions given below.

I. What is a **meeting purpose**?

A. It is the reason to conduct the meeting.

Using AHS.47.TM.A, ask the students to do the following:





Think about the reasons we need to hold meetings. Before deciding to hold a meeting, ask yourself some key questions based on the 4 Ps of planning. Does it have a purpose? Are the right participants invited? Do we have the right property and equipment to accomplish the goals of the meeting? Do we have a plan in place for assignments, communication, coordination, and follow-up?

Use AHS.47.TM.B to identify meeting purposes.

B. Reasons or purposes to conduct a meeting

1. Conducting the business of the organization
2. Providing educational opportunities for members
3. Helping members develop leadership and personal skills
4. Providing social activities or entertainment
5. Recognizing or celebrating the outstanding work of members
6. Getting reports on activities that are being planned

Ask the students to review the list and to identify any other purposes to conduct a meeting. Write down any other examples or reasons to conduct a meeting. Ask them to share why a meeting purpose is important to effective engagement. Review using the AHS.47.TM.C Meeting Planning Form and the key areas that need to be completed as part of the “What’s hot” planning strategy.



Why is a meeting purpose important to effective engagement?

Once the purpose is clarified, the other components to an engaging meeting must be identified as part of your “What’s hot” strategy. Share with your students that once the meeting purpose is identified, the next step is to develop a meaningful agenda.



Once the meeting purpose is identified the next step is to develop a meaningful agenda.

C. Developing the **order of business**

1. Another word for the order of business is agenda; it provides the outline of work to be conducted at the meeting.

Explain the following:



Prior to each scheduled meeting, a written list of all items that need to be discussed should be developed. This is usually done by the executive committee, which is comprised of the chapter officers. It should include any necessary officer and committee reports as well as new items of business. It should be distributed prior to the meeting so that all participants will know what will be discussed, understand their roles, and can be prepared to participate in a meaningful way.

This requires planning and cannot be left for the last minute.

Use a sample order of business from a prior meeting or the AHS.47.TM.D to discuss the creation of an agenda with an established order of business. Ask students the following:



Think about how much time it would take to cover each of these areas. How do you prioritize what is most important? Once the order of business has been created and distributed, you are almost ready to conduct a meeting. Before you begin, however, there are some important com-



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ponents that need to be addressed. These components are often part of the rich traditions of organizations.

Objective 2. Understand how to conduct a meeting.

Ask students if they belong to any group or organization that may have specific traditions or rituals as part of the meeting structure and process.



Within FFA, we have specific traditions for conducting chapter meetings, which include the way we set up the room for the chapter officers as well as conduct our meetings. These are a source of pride and identity among FFA members and are used at every meeting. Such traditions mean that you can go to any other meeting—whether it is in our state or another state—and understand how the meeting will be conducted. You should also know the expectations for participation in the meeting. What are some of our traditions?

Provide the following information on the writing surface and instruct students to capture the information in their notebooks.

II. Traditions

Talk about how a room is arranged for a chapter meeting. Refer to AHS.47.TM.E for a sample

set-up with the stations and symbols that your chapter uses.

- A. Room set-up
- B. Opening and closing ceremonies



Opening and closing ceremonies set the expectations for the behavior of participants during and after the meetings. That is why the opening ceremony is the first order of business; it reminds us that all participants are there for a common reason—as members of an organization that has important business to conduct on behalf of the chapter. When all items of business are completed, the president begins the closing ceremony. Although the official business of the meeting is over, it reminds FFA members that they have specific responsibilities and values to uphold after the meeting.

C. Use of parliamentary procedure

1. **Parliamentary procedure** is a body of rules for conducting or running a successful meeting. Parliamentary procedure can be very intimidating to those who are unfamiliar with it. However, once you understand the basic motions and the rules, it can be an important tool to make sure that the meeting is well-run and that all present have an opportunity to participate. There are three goals for using parliamentary procedure:
 1. Makes meetings run smoothly
 2. Ensures that everyone gets to voice his or her opinion
 3. Maintains order



Objective 3. Understand how to engage self and others in a chapter meeting.



Even with all of the components of a chapter meeting in place, all participants have a responsibility to make it a successful and engaging meeting.

Provide the following information on the writing surface or show AHS.47.TM.F and instruct students to capture the information in their notebooks.

- A. Prepare

1. Look at the agenda in advance
 2. Think about the issues
- B. Participate
1. Know your role in the opening and closing ceremonies
 2. Use parliamentary procedure
 3. Pay attention
 4. Share ideas
 5. Ask questions
 6. Vote
 7. Volunteer
- C. Reach out
1. Identify new members and welcome them
 2. Act as a mentor
 3. Ask for others' ideas and input



Review/Summary

Using a pair share, have students share one answer to each of the following:



What is a component of a chapter meeting? How do you engage participants? Why is engagement of participants important to a successful meeting?



Application

►Extended Classroom Activity:

Have the class set up and run a mock meeting. Ask for volunteers or assign students to officer positions and have them use the opening and closing ceremonies. Have the students set up the meeting room and create an order of business to follow. Using parliamentary procedure, each student should make at least one motion.

►FFA Activity:

Have students develop an agenda for a chapter or activity planning meeting, such as a banquet, FFA week, or other recruitment activity.



►SAE Activity:

Have students develop a mock agenda to introduce their SAE to potential customers and/or investors.

✓ Evaluation

AHS.47.Assess is provided to measure performance on the stated objectives.

Answers to Assessment:

1. Any two of the following:
 - Providing educational opportunities for members
 - Helping members develop leadership and personal skills
 - Providing social activities or entertainment
 - Recognizing or celebrating the outstanding work of members
 - Getting reports on activities that are being planned
2. b
3. Opening ceremony
4. g. President
 - c. Vice President
 - d. Secretary
 - h. Sentinel
 - j. Treasurer
 - f. Reporter
 - l. Advisor



AHS.47.Assess Name: _____

CREATING ENGAGING CHAPTER MEETINGS

Answer the following statements.

1. Name two reasons to conduct a meeting.

2. Which one of the following is not a goal of parliamentary procedure?
 - a. Makes meetings run smoothly
 - b. Assures that no one gets to voice his or her opinion
 - c. Maintains order
 - d. None of the above

3. What is the first item of business at an FFA meeting?

4. Match the symbols to the officer station.

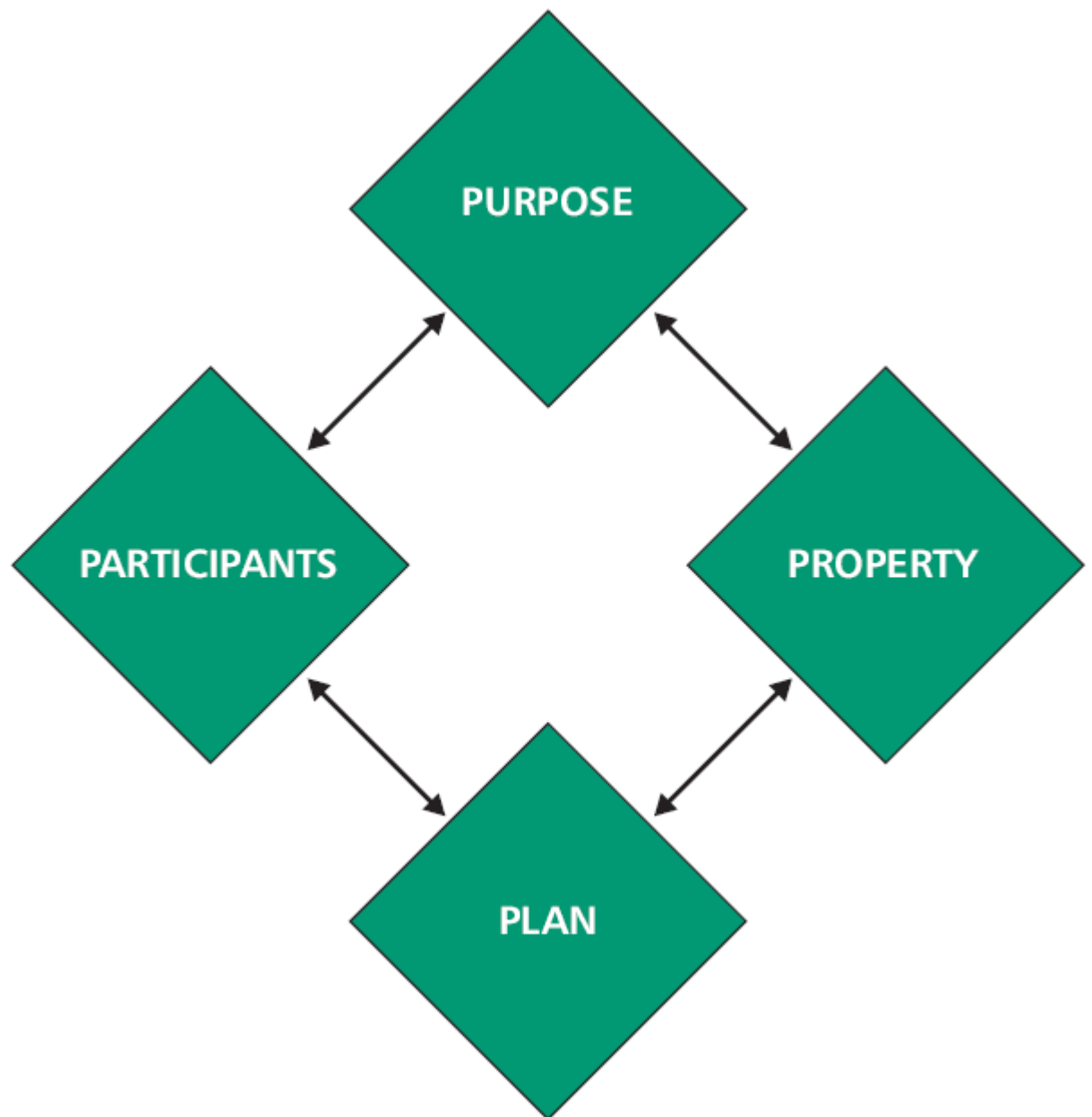
_____ President	a. eagle
_____ Vice President	b. bank vault
_____ Secretary	c. plow
_____ Sentinel	d. ear of corn
_____ Treasurer	e. tractor
_____ Reporter	f. American flag
_____ Advisor	g. rising sun
	h. shield of friendship
	i. quill pen
	j. bust of Washington
	k. setting sun
	l. owl



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AHS.47.TM.A

4 P'S OF PLANNING



AHS.47.TM.B

MEETING PURPOSES

- ◆ **Conducting the business of the organization**
- ◆ **Providing educational opportunities for members**
- ◆ **Helping members develop leadership and personal skills**
- ◆ **Providing social activities or entertainment**
- ◆ **Recognizing or celebrating the outstanding work of members**
- ◆ **Getting reports on activities that are being planned**
- ◆ **Others?**



MEETING PLANNING FORM

PURPOSE OF MEETING:

DATE:

LOCATION:

WHO'S IN CHARGE:

RECORDER/NOTETAKER:

ASSIGNMENTS TO BRING TO THE MEETING:

Assignment	Resources Needed	Person Responsible

MEETING TOPICS—from members, officers, staff:

Present the most important items first

Give each item a time period for presentation and discussion

Include only items appropriate for the meeting

DATE OF NEXT MEETING:

ADJOURN TIME:

RECREATIONAL/SPECIAL EVENT PLANNED:



AHS.47.TM.D

SAMPLE ORDER OF BUSINESS

- ◆ **Opening Ceremony**
- ◆ **Minutes from Previous Meeting**
- ◆ **Officer Reports**
- ◆ **Report on Chapter Program of Activities**
- ◆ **Special Features, such as guest speakers, videos, etc.**
- ◆ **Unfinished Business**
- ◆ **Committee Reports**
- ◆ **Standing**
- ◆ **Special**
- ◆ **New Business**

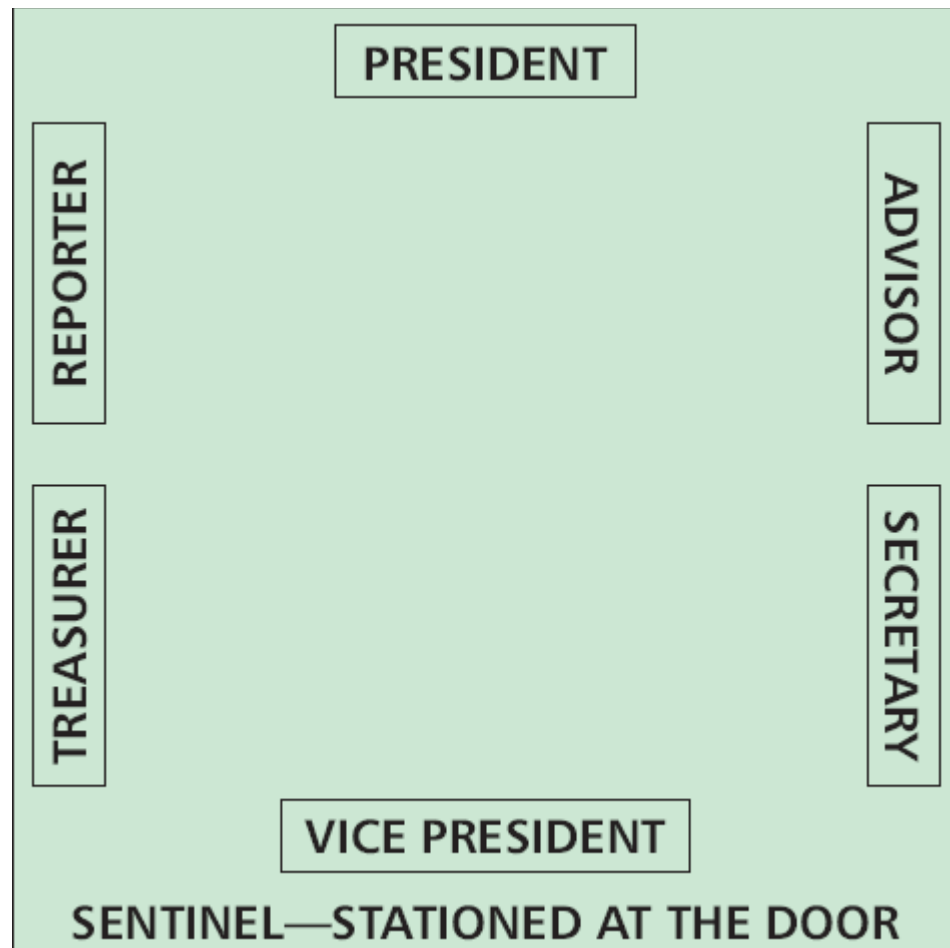
- ◆ **Degree and Installation Ceremonies**
- ◆ **Closing Ceremony**
- ◆ **Entertainment and Refreshments**



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AHS.47.TM.E

ROOM SET-UP



OFFICER SYMBOLS

- ◆ **PRESIDENT: RISING SUN**
- ◆ **VICE PRESIDENT: PLOW**
- ◆ **SECRETARY: EAR OF CORN**
- ◆ **TREASURER: BUST OF WASHINGTON**
- ◆ **REPORTER: AMERICAN FLAG**
- ◆ **SENTINEL: SHIELD OF FRIENDSHIP**
- ◆ **ADVISOR: OWL**



AHS.47.TM.F

UNDERSTAND HOW TO ENGAGE SELF AND OTHERS IN A CHAPTER MEETING

◆ Prepare

- Look at the agenda in advance
- Think about the issues

◆ Participate

- Know your role in the opening and closing ceremonies
- Use parliamentary procedure
- Pay attention
- Share ideas
- Ask questions
- Vote
- Volunteer

◆ Reach out

- Identify new members and welcome them
- Act as a mentor
- Ask for others' ideas and input

