



Section 2: Part 2

Chapter: Parliamentary Procedure — Advanced

Created: October/2016 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Demonstrate proper parliamentary procedure laws when conducting a meeting.

TIME REQUIRED: 60-90 minutes

RESOURCES: "Official FFA Student Handbook" – one copy per student; video clip of basic parliamentary procedure; and "Parliamentary Procedure Roles" worksheet – one copy per student.

EQUIPMENT AND SUPPLIES NEEDED:

1. Copies of the "Parliamentary Procedure Roles" worksheet for each student.
2. Internet access to play the video in real time or embed it in a PowerPoint ahead of time.

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. A next step after basic parliamentary procedure.
2. An introduction for a parliamentary procedure team.
3. A course for a chapter officer team.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

AFNR Performance Element

- CS.02. Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role of agriculture, food and natural resources (AFNR) in society and the economy.

FFA Precept

- FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PL-E.Awareness: Understand personal vision, mission and goals.
- FFA.PG-J.Mental Growth: Embrace cognitive and intellectual development relative to reasoning, thinking and coping.
- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.
- FFA.CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.

Common Career Technical Core

- AG2 Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role of agriculture, food, and natural resources (AFNR) in society and the economy.

Common Core - Reading: Informational Text

- CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Common Core - Writing

- CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Common Core - Speaking and Listening

- CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-Literacy.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Common Core - Science & Technical Subjects

- CCSS.ELA-Literacy.RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

- CCSS.ELA-Literacy.RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

AFNR Career Ready Practices

- CRP.02. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive.
- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.
- CRP.05. Consider the environmental, social and economic impact of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations, and the environment.
- CRP.06. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization.
- CRP.07. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies.
- CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.
- CRP.11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems.

Partnership for 21st Century Skills

- Communication
- Critical Thinking and Problem Solving
- Financial, Economic, Business, and Entrepreneurial Literacy
- Global Awareness
- Information, Communications, and Technology Literacy
- Think Creatively

LESSON PLAN:

- 1. Interest Activity: (10 minutes)**
 - a. Have your officer team deliver a demonstration or show students a video clip of individuals utilizing parliamentary procedure to conduct a meeting. You can also show a clip from the National FFA Convention & Expo Finals Hall.
 - b. Ask one student to come to the front of the room to be the scribe. Ask students what they noticed about the meeting and the interactions between the individuals during the meeting. Have the scribe record some of the thoughts on a flip chart or public writing surface.
 - i. Direct student responses by asking the following questions:
 1. How do the things we noticed about the meeting contribute to the overall success of the meeting?
 2. How does that success translate to the purpose of us learning parliamentary procedure?
- 2. Activity #1: Parliamentary Review (10 minutes)**
 - a. Prior to practicing parliamentary procedure, ensure that students remember the basics. Have students review the information on pages 45-50 in the "Official FFA Student Handbook."
- 3. Activity #2: Try It On (45-50 minutes)**
 - a. Brainstorm five creative topics with the class that can be utilized to practice parliamentary law.
 - i. Capture these topics on a public writing surface so that they are visible to all students.
 - ii. Make sure topics are labeled as Topic 1, Topic 2, etc. Students will need to know which topic corresponds to their role during this exercise.
 - b. Explain that:
 - i. Each student will be assigned a specific role or motion that will correspond to the letter they have been assigned.
 - ii. Each student is responsible for demonstrating that role or motion during the specific topic that is being discussed.
 - iii. Each student will also be responsible for general discussion on each topic.
 - iv. Every student will have an opportunity to serve as the chairperson during one of the topics, as well.
 - c. Each group will have two minutes to prepare before the start of each topic to collect their thoughts and explain any motion that a team member may not understand.
 - i. Groups will have six minutes to perform the assigned motions and discuss each topic, as well as two minutes to debrief the performance during each topic.
 - ii. As the instructor, you may decide to team up two groups and have the students deliver their demonstrations and receive feedback from the group observing. You could also have all groups present their demonstrations to the class and provide feedback in that manner.

- d. Assign the roles/motions (through representation of a letter: A, B, C, etc.) for each of the topics to students of each group. These assignments have been developed and can be found on the attached handout.
 - i. Prior to class, cut out the strips for each topic. You may hand them out to each group ahead of time or you can keep them a secret to increase the challenge level.
 - e. As students practice, assist them as needed with language (i.e. "I move that...") and the development of sound arguments as they discuss. If all groups are presenting at once, locate a large room in the building with enough space for groups to separate.
 - f. After all groups have conducted discussions on all five topics, ask a group to volunteer to present a topic to the class.
 - i. If no group volunteers, try assigning a topic to each group and allowing them all time to practice their assigned topic. Then select a group at random.
- 4. Follow Up:** (5 minutes)
- a. Following the exercise, debrief by asking questions like:
 - i. What were some general observations we made during the demonstration?
 - ii. What challenges did we experience?
 - iii. What do we value about using parliamentary procedure for conducting a meeting?
- 5. Leveling Up:** Encourage students who enjoyed the exercise to consider joining the chapter parliamentary procedure team.

ADDITIONAL RESOURCES:

Video of a chapter officer team presenting parliamentary procedure

Parliamentary Procedure Roles

Topic 1	Student A	Student B	Student C	Student D	Student E
	Main Motion	Limit Debate	Chair	Amendment	Adjourn

Topic 2	Student A	Student B	Student C	Student D	Student E
	Refer to Committee	Main Motion	Postpone Definitely	Chair	Point of Order

Topic 3	Student A	Student B	Student C	Student D	Student E
	Lay on the Table	Adjourn	Main Motion	Refer to Committee	Chair

Topic 4	Student A	Student B	Student C	Student D	Student E
	Chair	Take From the Table	Limit Debate	Main Motion	Lay on the Table

Topic 5	Student A	Student B	Student C	Student D	Student E
	Postpone Definitely	Chair	Point of Order	Adjourn	Main Motion

Aligned to the following standards:
 NRS.01; AGPE01.01; CCSS.ELA-Literacy.RI.9-10.3; CCSS.ELA-Literacy.SL.9-10.1;
 RST.9.10.1; RST.9.10.2; RST.9.10.4; RST.9.10.5; RST.9.10.6; RST.9.10.8; RST.9.10.9;
 WHST.9.10.7; WHST.9.10.9; MP3; MP6; AG-NR2; HS-LS2-6; HS-LS2-7