



## Section 2: Part 2

# Chapter: Basic Parliamentary Procedure

Created: October/2016 by the National FFA Organization

### STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Better understand what parliamentary procedure is and how it is utilized in a meeting.
2. Demonstrate basic laws of parliamentary procedure.

**TIME REQUIRED:** 50-60 minutes

**RESOURCES:** "Official FFA Student Handbook" – one copy per student;

"Parli What?" worksheet – one copy per student; and mix and match cards – one set per class.

### EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Parli What?" worksheet for each student.
2. One set of "Mix and Match – Parliamentary Law" flash cards.
3. Internet access (*optional*).

### THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. An introduction to parliamentary law.
2. A beginning unit for parliamentary procedure teams.
3. A basic understanding for chapter officer teams.

### 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: (5-10 minutes)*
  - a. Ask one student to come to the front of the room to be the scribe. It will be their job to capture the highlights of the discussion on the board or other public writing surface.
  - b. Inform the rest of the class that they will be given a topic, and it is up to those in the room to express their opinions and to come to one final decision/consensus.
    - i. Example topics:
      1. Favorite foods
      2. Favorite holiday
      3. Favorite class
      4. Most exciting sport to play or watch
  - c. After time has passed, lead the class in a discussion on whether or not they feel they were able to come to an agreement. Lead the discussion to the point of understanding that there might be a better process to handle the discussion — “Robert’s Rules of Order.”
2. *Activity #1: Parli What? (20-30 minutes)*
  - a. Each student needs a copy of the handout, “Parli What?” and access to the “Official FFA Student Handbook” or the internet.
  - b. Students should work individually or with a partner to complete the worksheet to better understand some of the basic laws of parliamentary procedure.
  - c. Once students are finished, spend some time reviewing the answers and addressing any questions they might have.
3. *Activity #2: Mix and Match (10-15 minutes)*
  - a. Cut out each square on the “Mix and Match – Parliamentary Law” worksheet.

- i. Tape these to the board or another surface that is visible to all students in the class.
  - b. Separate students into two teams.
  - c. Students will compete in a parliamentary law version of the match game. Determine whether you want to allow teams to use the student handbook or the internet, or if you would rather them use team discussion to determine whether or not they have formed a parliamentary motion pair once the game begins.
  - d. Have a student remind everyone how the match game works. Add in any special rules that you want the class to adhere to.
  - e. Have one student from a team come to the front of the room and turn over two cards. Allow them to deliberate with their teammates if they have uncovered a match. If they have and they correctly determine they have, that team gets a point and they get to go again.
    - i. If the team determines they have a match and they are wrong, they lose a point and the next team goes.
    - ii. If they do not uncover a match, they are neither awarded nor lose points. Instead it is the next teams turn.
  - f. Play as many rounds as you feel are necessary for the class.
4. *Follow Up: Jot It Down*
  - a. As needed, have students jot down the motion and its description on the back of their "Parli What?" worksheet to lead to a better understanding and memorization of the laws.
5. *Leveling Up: Real World Scenarios (2-3 minutes)*
  - a. As time allows, hold a class discussion about where parliamentary procedure is used in today's society. How can the knowledge of parliamentary procedure help students now and in the future?

#### **ADDITIONAL RESOURCES:**

- "Robert's Rules of Order"

NAME: \_\_\_\_\_

# Parli What?

## DIRECTIONS:

Utilizing page 45 of the "Official FFA Student Handbook" or the internet, record your answers to the following questions to better understand parliamentary procedure.

1. Give a brief description of parliamentary procedure:

2. Parliamentary procedure is designed to accomplish four main objectives in a business meeting:

- Focus on \_\_\_\_\_ thing at a time.
- Extend courtesy to \_\_\_\_\_.
- Observe the rule of the \_\_\_\_\_.
- Protect the rights of the \_\_\_\_\_.

3. Why do these four objectives matter?

4. What's that sound mean?

In the spaces below, write how many gavel taps are needed to accomplish the intended purpose.

- \_\_\_\_\_ All members stand.
- \_\_\_\_\_ Follows the completion of an item of business.
- \_\_\_\_\_ Calls the meeting to order.
- \_\_\_\_\_ Used to restore the meeting to order.
- \_\_\_\_\_ Signal to be seated.

5. Voting

Fill in the blanks below with the type of vote that is being described.

- \_\_\_\_\_ A written vote.
- \_\_\_\_\_ A vote that is cast by saying "aye" or "no."
- \_\_\_\_\_ Each member speaks their vote when the secretary calls their name.
- \_\_\_\_\_ A vote taken either by standing or by a show of hands.

6. Describe the following vote counts:

- a. Simple Majority

- b. Two-Thirds Vote

# Parli What? – Teacher Answer Key

## DIRECTIONS:

Utilizing page 45 of the “Official FFA Student Handbook” or the internet, record your answers to the following questions to understand parliamentary procedure.

1. Give a brief description of parliamentary procedure:

Parliamentary procedure uses parliamentary law to conduct all types of orderly meetings – from business meetings to congressional sessions. Allows meeting to run more effectively.

2. Parliamentary is designed to accomplish four main objectives in a business meeting:
- Focus on one thing at a time.
  - Extend courtesy to everyone.
  - Observe the rule of the majority.
  - Protect the rights of the minority.

3. Why do these four objectives matter?

Opinion response. Answers will vary.

4. What's that sound mean?

In the spaces below, write how many gavel taps are needed to accomplish the intended purpose.

- 3 taps All members stand.
- 1 tap Follows the completion of an item of business.
- 2 taps Calls the meeting to order.
- Series Used to restore the meeting to order.
- 1 tap Signal to be seated.

5. Voting

Fill in the blanks below with the type of vote that is being described.

- Secret Ballot A written vote.
- Voice Vote A vote that is cast by saying “aye” or “no.”
- Roll Call Each member speaks their vote when the secretary calls their name.
- Rising Vote A vote taken either by standing or by a show of hands.

6. Describe the following vote counts:

- a. Simple Majority

Majority is based on the number of people voting. More than half of the voters must be in favor for a vote to pass.

- b. Two-Thirds Vote

Required when a motion will limit the rights of a member or members, or the wording of the motion requires it. This means just what it says – two-thirds of the voters must be in favor for the motion to pass.

# Mix and Match – Parliamentary Law

## DIRECTIONS:

Separate the class into two teams. Utilizing page 45 of the "Official FFA Student Handbook" or the internet, have students compete in a match game to see who can uncover the most correct parliamentary motion pairs.

Main Motion

Used to bring new business before a group

Amendment

Used when a member believes the main motion can be improved.

1. By inserting or adding
2. By striking out
3. By a combination of striking out and inserting

Refer to a Committee

Used when you want more information on the topic before coming to a decision.

Postpone Definitely

Used on a motion to delay a vote to a later time or meeting.

Lay on the Table

Used to postpone action or a motion when something urgent comes up.

Point of Order

Most commonly used by a member to return the meeting to order. This motion can also be used to draw attention to an error during the use of parliamentary law.

Adjourn

Used when it is time to close the meeting.

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