

Parliamentary Procedure CDE Workshop

A Senior Project

presented to

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Bachelor of Science

by

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Abstract

The purpose of this project was to host a parliamentary procedure workshop to get students excited and informed about the Parliamentary Procedure Career Development Event (CDE). With this workshop, the goal was that the students will be able to compete in the CDE contest at the Sectional, Regional and State level. This workshop gave them the opportunity to learn new skills from individuals that have a knowledge of parliamentary law and can give them a fresh perspective on new opportunities in the National FFA organization.

Table of Contents

Abstract.....	i
Chapter One.....	1
Introduction	1
Statement of the Problem	2
Purpose of the Project	2
Objective of the Project	3
Definition of Important Terms:	3
Summary	4
Chapter 2.....	5
Review of Literature.....	5
Parliamentary Procedure Defined.....	5
Most Common Motions.....	7
Where Parliamentary Procedure is Used.....	9
FFA	9
Summary.....	13
Chapter Three.....	14
Methodology.....	14
Date and Location	14
Invitations	14
Itinerary	15
Summary.....	16
Chapter Four.....	17
Results and Discussion	17
Schedule:	17
Lesson Plan	18
Worksheets	23
Pictures of Workshop	33
Chapter Five	35
Summary, Recommendations, and Conclusions	35
Recommendations.....	35
Conclusion	35
Reference List	37

Table of Figures

Figure 1. Three Circle Model	13
Figure 2. Samantha, Kayla, and students with the Debate Sandwich	33
Figure 3. Kayla and Samantha explaining the “Um Game”	33
Figure 4. Nipomo FFA Student practicing debates	34
Figure 5. Nipomo FFA Students playing “Name that Tune”	34

Chapter One

Introduction

Parliamentary procedure is a means of allowing organizations to conduct business and run meetings. Parliamentary procedure is used in many different organizations, including the United States House of Representatives and many different local government agencies. Additionally, parliamentary procedure plays an integral role in the National FFA Organization, also known as the FFA.

Within the FFA there are many different levels of organization. These levels include the chapter, section, region, state, and national level. Within each of these levels, parliamentary procedure is used. The FFA offers a parliamentary procedure contest for students to compete in because parliamentary procedure is so vital to the many meetings that the FFA runs. The parliamentary procedure contest is essentially a debate contest. This is a team contest, consisting of six FFA members. There are specific rules and guidelines that these members must abide by, and certain tasks the teams must perform. The parliamentary procedure contest provides students with not only a knowledge base, but also gives them public speaking skills and the experience of working on a team. There are different levels that members compete in within the parliamentary procedure contest. The contest progresses from sectional, regional, state, and national contests. Also, there are invitationals and field days that FFA members may compete in, in order to prepare for these major contests. While there are many invitationals, contests and events for FFA members to participate in, often times it may be hard for these members to participate in, due to lack of chaperones and distance, which is a shame, because these invitationals and field days can be extremely helpful for the parliamentary procedure teams.

Statement of the Problem

The Central Coast of California does not have a local parliamentary procedure contest other than sectionals and regionals. Other colleges such as California State University - Chico and University of California, Davis both host contests, but the California Polytechnic State University in San Luis Obispo does not. For local chapters, it can be difficult to travel to the other field days because of the distance. Schools have had to opt out of going to these optional field days because of how far it is from their school, funds, and lack of volunteers. By not having a local contest option, teams do not get enough practice at the competition level.

The Importance of the Project

The parliamentary procedure contests provide FFA members with a new skillset that these members may not have had prior to participating in this event. Additionally, this contest helps students who partake in this event with important life skills. It helps the students to develop public speaking skills. Also, these students experience first hand the challenges and joys of working on a team. These students really get the full experience of this when they participate in contests. In providing the chapters of the Central Coast, which expands from Monterey to Santa Barbara, with another opportunity to compete, it allows them to create more team bonding, as they endure the parliamentary procedure contest as a team, and work towards achieving their goal. This invitational will allow students to gain feedback, and give them ideas on what they can improve on as they progress through the parliamentary procedure contest. Overall, this invitational will be extremely beneficial to the teams who participate.

Purpose of the Project

The purpose of this project was to provide FFA members with the opportunity to practice and learn more about the parliamentary procedure contest that they will be competing during the parliamentary procedure season (Sectionals, Regionals, and State). This workshop gave

them the chance to learn new skills from a panel of individuals that have a vast knowledge of parliamentary law and can give them a fresh perspective on how to better themselves in their parliamentary procedure career.

Objective of the Project

1. Research the specifics of parliamentary procedure in this specific Career Development Event.
2. Plan out the specifics of the contest day and research how to run a successful field day/contest.
3. Create a test and informational materials to distribute to the students that attend the Invitational
4. Host a successful Parliamentary Procedure contest on the Cal Poly campus where students will benefit and will learn skills that will help them with future contests.

Definition of Important Terms

- **California Polytechnic State University**-- Established in 1901, this university is located in San Luis Obispo, CA and is also known as Cal Poly.
- **CDE**-- Career Development Events are “contests that members compete in to test their skills learned through agricultural education instruction” (ffa.org, CDEs)
- **FFA**-- Future Farmers of America, A large student-ran leadership organization that is centered on agricultural education. (Texas FFA Organization)
- **Parliamentary Procedure**-- Rules to be followed to help maintain order, and “provides an approved and uniform method of conducting meetings” (CSU Chico, Parliamentary Procedure at a Glance)
- **Roberts Rules**-- Written by Henry Martyn Robert, this book contains information on how to run a deliberative assembly by following Parliamentary Procedure.

- **SAE**-- Supervised Agricultural Experience, “where students are able to consider multiple careers and occupations, learn expected workplace behavior, develop specific skills within an industry, and are given opportunities to apply academic and occupational skills in the workplace or a simulated workplace environment” (FFA, Supervised Agricultural Experiences)

Summary

Parliamentary procedure is a means of running a business, in an efficient and logical way. Members of the National FFA Organization have the opportunity to exhibit their parliamentary knowledge and gain a new skillset. It is important to provide FFA chapters along the central coast with an opportunity to compete in an invitational that is close to home, as it is hard to travel to other field days. This invitational will provide its participants with a chance to receive feedback and gain experience in competing in the parliamentary procedure contest. Parliamentary procedure is important for FFA members to learn and implement, and this invitational will provide FFA members with an opportunity to gain more knowledge.

Chapter 2

Review of Literature

This literary review will discuss the importance of Parliamentary Procedure. It will go into detail of the specific motions used, where it can be applied, and real life examples where it is used. Additionally, the review will include the application of Parliamentary Procedure in the National FFA Organization through contests and how meetings of the organization are ran.

Parliamentary Procedure Defined

According to the Official FFA Manual, of the National FFA Organization, the purpose of parliamentary procedure is to “promote efficient meetings so that business can be transacted in an orderly manner” (National FFA Organization, 2014). Additionally, Robert’s Rules of Order Newly Revised 10th Edition states that parliamentary procedure are “rules based on a regard for the rights of the majority, of the minority... of individual members, of absentees, and of all these together” (Robert, XLVII). Essentially, parliamentary procedure gives the assembly the ability to conduct business, while allowing the assembly the opportunity to speak freely on the given topic. While parliamentary procedure allows for the voice of the assembly to be heard, it doesn’t necessarily ensure that the needs of the assembly are met, as the majority of the organization rules (Parliamentary Procedure at a Glance, 2013). Parliamentary procedure stems from parliamentary law, which is a method of “maintaining order in organizations” (Chico State University, 2013). Under parliamentary law, there is “an approved and uniform method of conducting meetings in a fair, orderly, and expeditious manner” (Chico State University, 2013).

Parliamentary procedure can be traced back to “before 750 B.C.” (Fitzpatrick, March 2010, para. 4). According to Daniel Fitzpatrick of the International Capital Market Association (2010):

Parliamentary law began with the idea of self-government instituted by the Greeks. The Athens general assembly held scheduled meetings, a quorum was necessary to conduct business, votes were taken by a show of hands or a type of ballot, and most decisions were by majority vote (para. 4).

The Greeks set the foundation for parliamentary law and procedures, and provided many different countries and organizations with models to follow. Many years after the establishment and use of parliamentary law and procedure in Greece, “members of the British Parliament as early as the 13th century expanded and put to use the principles of parliamentary procedure” (Fitzpatrick, March 2010, para. 5). British parliament helped to set more of the modern rules and procedures defined under parliamentary law, such as “considering only one subject at a time, alternating between pro and con during debate, and confining debate to the merits of pending questions” (Fitzpatrick, March 2010, para. 5).

Once the colonies of in the United States were established, they implemented the parliamentary law that British parliament had been using (Fitzpatrick, March 2010, para. 6). Although the British parliament laid a great foundation for American parliamentary procedure, the laws that applied in Britain did not have the same implications in the United States. Thomas Jefferson sought to update American parliamentary procedure, in an effort to better reflect the rules of the newly founded nation (Fitzpatrick, March 2010, para. 7). Jefferson created the nation’s first rules for parliamentary procedure entitled *A Manual of Parliamentary Practice for the Use of the Senate of the United States* (Fitzpatrick, March 2010, para. 7). However, this quickly became outdated, as the nation continued to grow.

In modern times, Americans follow the parliamentary laws and procedures established by Henry M. Robert, a West Point graduate. Robert’s interest in parliamentary procedure was sparked during the Civil War, when he presided over a meeting. Robert witnessed extreme chaos and disorganization, and noticed there was a need for updated parliamentary procedure (Fitzpatrick, March 2010, para. 7). Robert wrote a manual for the nation to abide by when

running meetings, entitled *Pocket Manual of Rules of Order for Deliberative Assemblies*, written in 1876. Today, this manual is known as *Robert's Rules of Order Newly Revised (RONR)* (Fitzpatrick, March 2010, para. 8).

Most Common Motions

The motions below are examples of what can be found within a deliberative assembly that is conducted properly. The motions are broken up into different categories: Main Motion, Subsidiary, Privilege, and Incidentals. Each category contains different rules and ranking of precedence

Main Motion

A main motion is “a motion whose introduction brings business before the assembly” (Robert, 59).

Subsidiary

Subsidiary motions are meant to “assist the assembly in treating or disposing of the main motion” (Robert, 60). All of the subsidiary motions require a second, but only a few are debatable. Within the list of the subsidiary motions, there is a ranking of precedence within them. Starting from lowest to highest ranking:

- **Postpone Indefinitely:** to kill a motion without taking a direct vote on it
- **Amend:** to change the wording of the original main motion
- **Commit or Refer:** to send the motion to a committee or a specified group of individuals for further research
- **Postpone to a Certain Time (Or Definitely):** to put off the motion to a specific time
- **Limit or Extend Limits of Debate:** where “assembly can exercise special control over debate on a pending question or on a series of pending questions” (Robert, 183).
- **Previous Question:** to bring the assembly to an immediate vote on the pending motion(s) on the table

- **Lay on the Table:** to put the “question aside temporarily when something else of immediate urgency has arisen” (Robert, 201).

Privileged

According to Roberts Rules of Order, Privileged motions “do not relate to pending business, but have to do with special matters of immediate and overriding importance” (Robert, 65). Privileged motions are undebatable but have an order of precedence similar to the subsidiary motions. Starting with lowest to highest ranking:

- **Call for the Orders of the Day:** Motion used to bring the assembly back on track.
- **Raise a Question of Privilege:** A request made by a member of the assembly that needs to be taken care of
- **Recess:** To take a short intermission during the meeting time
- **Adjourn:** Used to close a meeting (Robert, 225)
- **Fix the Time to Which to Adjourn:** To set the time for another meeting to continue business (Robert, 234)

Incidental

Incidental motions “relate to pending business or to business at hand” (Robert, 66). Incidental motions are motions that deal with “questions of procedure” that come up from current business at hand.

- **Point of Order:** Used when a member believes the presiding chair is not following proper Parliamentary Procedure
- **Appeal:** Used to take a vote on the whether the presiding officer’s ruling was germane
- **Suspend the Rules:** Allows the assembly to put aside a rule set in the organization’s bylaws without violation (Robert, 252).
- **Objection of the Question:** Made when “a member believes that it would do harm for the motion even to be discussed” (Robert, 68).

- **Division of the Question:** The taking of a rising vote because the voice vote taken was unclear
- **Parliamentary Inquiry:** “A request for the chair’s opinion on a matter of parliamentary procedure as it relates to the business at hand” (Robert, 69).

Where Parliamentary Procedure is Used

Many organizations in the United States use parliamentary procedure. In fact, the United States House of Representatives uses parliamentary procedure, and is “governed by a commitment to stand by precedent” (United States House of Representatives, n.d.). The House of Representatives also has a parliamentarian, who is elected to provide “nonpartisan guidance on parliamentary rules and procedures” (United States House of Representatives, n.d.). According to National Associations of Parliamentarians, not only does the United States House of Representatives use parliamentary procedure, but also countless organizations such as “government and civic organizations, U.S. Congress, state legislatures, city and county councils, school boards, neighborhood and homeowners' associations, corporations, boards of directors, shareholder meetings, non-profit organizations, charitable organizations, fraternal organizations, churches, clubs, unions, and professional organizations” (National Association of Parliamentarians, June 2011). One major student-run organization that uses parliamentary procedure is the National FFA Organization.

FFA

The National FFA Organization was first established in 1928 in Kansas City, Missouri. The National FFA Organization is “an intercurricular student organization for those interested in agriculture and leadership. It is one of three components of agricultural education” (What is FFA?, ffa.org). Agricultural Education programs follow the “Three Circle Model” and it is

composed of are Classroom, Supervised Agricultural Experiences, and FFA seen in Figure 1 below.

Figure 1. Three Circle Model



Taken From:
Nipomo FFA "Three Circle Model"

The classroom component allows students to learn with “inquiry-based instruction and learning through an interactive classroom and laboratory” (FFA Manual, 9). Possible classes offered through high school agriculture departments include Ag Biology, Ag Chemistry, Floriculture, Ag Econ and Government, Ag Communications, and Ag Leadership (California Agricultural Curriculum, 2015). Being enrolled in an agricultural related class makes a student eligible to become a FFA member. (California Agricultural Curriculum, 2015)

Supervised Agricultural Experiences, also known as SAEs, are “a year-round program made up of projects or enterprises where you apply agricultural skills and knowledge taught in the classroom” (FFA Manual, 9). Students can choose SAE’s in the fields of entrepreneurship, placement in the Ag industry, Agriscience research and experimentation, and exploratory (FFA Manual, 10). FFA members are able to raise money and even recognition at a national scale from their SAE projects.

Career Development Events are contests that students can compete in through the FFA. These contests focus on “student success” (National FFA Organization, 2014, pg. 57). Career development events help students to “think critically, communicate clearly and perform effectively in a competitive world” (National FFA Organization, 2014, pg. 57). Through their participation in career development events, “students can explore several areas from among the

estimated 300 agriculture-related career opportunities” (National FFA Organization, 2014, pg. 57). Career development events are critical in the FFA, as these contests provide students with preparation for their future careers.

Within the FFA, there are 25 career development events that students can participate in (National FFA Organization, 2014, pg. 58). One of these career development events is the parliamentary procedure contest. The parliamentary procedure contest is a team contest, consisting of six individuals: a chairperson and five debaters. There are two levels of teams for students to compete in. These levels are novice and advanced. The novice team, consists of FFA members in the 9th or 10th grade” (California Agricultural Teachers’ Association [CATA], pg. 1). Students in the novice contest, must not have competed in a novice contest above the chapter level. These students can only be on the novice team for one year, and after that, they advance to the varsity or advanced team (CATA, pg. 1).

The parliamentary procedure contest consists of many different elements. These elements are the written test, presentation of parliamentary law, and oral questions (CATA, pg. 2). Students are given thirty minutes to complete the written test. During the written test, students are tested on their knowledge of parliamentary law. The questions are created from *Robert’s Rules of Order Newly Revised* and *Dunbar’s Manual of Parliamentary Procedure Test Questions*. The scores are averaged and used to determine the total team score in each round (CATA, pg. 2).

The next portion of the contests consists of a presentation of the team’s understanding of parliamentary law. During this portion, students are given a 3” x 5” note card, which has a main motion, and five subsequent motions that must be made during a time limit of ten minutes and thirty seconds. Of the five subsequent motions, there are “two subsidiary, two incidental motions, and one privileged or unclassified motion” (CATA, pg. 3). These motions are required motions, and in order to receive full points, must be made, and must made in the correct manner. Each team in the contest uses the same motions and note cards. Prior to the

demonstration, students have one minute to look at their cards, and mentally create a game plan. In addition to his or her required motion, each debater must move an additional motion. Thus, during a normal parliamentary procedure round, a main motion and ten other motions are made. Also, in order for the team to get full points, each debater must debate a minimum of four times. The team giving the demonstration shall act as if a “regular chapter meeting is in progress (CATA, pg. 3).

The last portion of the parliamentary procedure contest is oral questions. Immediately after the demonstration, each student “will be asked a planned question relating to the motion their assigned motion” (CATA, pg. 3). The only member who may answer these questions, is the member to which the judges ask the question. No member may help to answer these six questions. Following these questions, the judges have the opportunity to ask open question to any member for two minutes. These questions can be used for clarification of the demonstration (CATA, pg. 3).

The parliamentary procedure contest occurs within different levels. First, teams compete at the sectional level, then advance to the regional level, then onto the state level. The state winning team, advances to the national contest, and represent the state that they belong to. (CATA, pg. 2).

After competing in these types of contests, students not only get experience, but they also learn important life skills that they will use in the future. Studies show “the competition tests practical skills...as well as critical thinking and public speaking (Nelson, 2015). Students use these experiences as practice for real life applications wherever their career leads them. Student Jenna Quarnstrom from Elk Grove High, said at the UC Davis Field Day: “I liked meeting new people, and the competition helped build my confidence” (Nelson, 2015). By offering a competition on the central coast, it will give more students the opportunities to not only gain skills in the respective event which they compete in, but also, it develops their

confidence in competing in these events, all the while creating friendships and relationships with students across the state.

Summary

Parliamentary Procedure is used to help run meetings in an efficient manner. Modern Parliamentary Law derived from British Parliament and ancient Greek civilizations. The most common used motions within Parliamentary Procedure include Main Motions, Subsidiary Motions, Incidental Motions, and Privileged Motions. Parliamentary Procedure is used within different branches of government as well as local institutions. The National FFA Organization also used Parliamentary Procedure as a means of conducting business as well as a Career Development Event. The Parliamentary Procedure contest consists of a team of 6 and they demonstrate how a proper meeting is held. Students not only gain confidence from these events, but also learn valuable life skills that they can use in the future.

Chapter Three

Methodology

The first step in creating a plan for a Parliamentary Procedure workshop was selecting a date for the event and the location. Once the date was set for January 22, 2016 and building 10 room 100 at California Polytechnic State University, San Luis Obispo was reserved, contacting the schools to extend the invitation to the event was next. Invitations were sent to Linda Todd of Morro Bay High School and Kyle Dadson of Atascadero High School. It was important to choose schools that do not have a parliamentary procedure team or not much knowledge of the topic to promote new literacy on the topic. Next, an itinerary was created to include what activities would be held to engage and entertain the students. There was also a "Parli Pro Cheat Sheet" made to give out to students to follow along.

Date and Location

January 22, 2016 was chosen for the event because it was before the Sectional and Regional contests for the Parliamentary Procedure CDE. This way, if students are interested in competing in this contest, they have time to form a team before the event. The time of the event was from 4pm-6pm, which allows students to come after school and not have to take time out of their weekend or school hours. Building 10 Room 100 was the best choice of location because it is easy to find and has all of the resources necessary to put on a workshop. Parking passes have to be purchased for the attendees due to campus's parking rules.

Invitations

The purpose of this parliamentary procedure workshop was to excite FFA members about parliamentary procedure, in hopes that they will want to compete in the parliamentary procedure contest. To best do this, schools were selected based on their limited experience with parliamentary procedure. Within the South Coast Region, Morro Bay High School and

Atascadero High School were selected due to their limited experience with parliamentary procedure. Invitations were sent via email to advisor Linda Todd of Morro Bay High School, and advisor Kyle Dadson of Atascadero High School. The email included the date of the event, time, purpose and description of the workshop, and asked the schools to reply if they would be able to attend.

Itinerary

The main goal of this workshop was to excite FFA members about the parliamentary procedure contest. In the itinerary, events were selected that would not only educate the FFA members about parliamentary procedure, but also because they would keep the high schoolers entertained and work to keep their focus. The intent of the workshop was not to solely lecture the students about parliamentary procedure, but rather excite them. The best way to do so was to provide them with the information and reinforce what they just learned with a fun activity.

Parliamentary procedure can be an extremely difficult concept to grasp and can be stressful at times. Teaching the students this information in a fun and exciting way hopefully excited them and made them more inclined to participate in the CDE. Students who attend the workshop will also see where parliamentary procedure can be found and how it affected the efficiency of meetings. Students learned about the basics of parliamentary procedure and learned about main and subsidiary motions. In an effort to help the students memorize the subsidiary motions, they created a fun acronym.

This was a lot of information for the students to process, so they were given an intermission. After the intermission, students played the “um game.” During this game, students are given a topic and must speak about this topic for 30 seconds to a minute. The catch of this game was that they cannot say the word “um.” The purpose of this game was to transition into the debate portion of parliamentary procedure. Students learned about debates and what goes into them, in terms of parliamentary procedure. In an effort to bring the excitement back up, the students played an interactive game to best reinforce the ideas behind a debate. Those in

attendance were given the opportunity to formulate their own debates and be broken up into teams to run a round of parliamentary procedure. Scripts were provided to the students in order to keep them on track. For the last part of the workshop, students reflected on what went well in those rounds and how they could best improve. To end the workshop on a high note, a game was played and a raffle took place.

Summary

The main purpose of this workshop was to get students excited about the parliamentary procedure contest in a fun and interactive way. The first part of the plan included where and when the event would be held. Once that was established, the invitations were sent to 2 schools with little to no Parliamentary Procedure experience; Morro Bay High School and Atascadero High School. An itinerary was created to establish an order of events and include fun activities to get the students motivated.

Chapter Four

Results and Discussion

Included in this section is the proposed itinerary of the event and survey that was completed by students and advisors. It is important to have these documents in order to have an organized event.

Schedule

Students Arrive at 4pm

Have them fill out nametags and let them get pizza

Kayla and Sammy Intro ppt.

Name that Tune—Spell out Parli Pro

Student Intro Ice Breaker

Give them the Handout

What is Parli Pro and where you can find it? (5min presentation)

Breakin it Down

- Main Motion

- Subsidiary

Pyramid game

Come up with an acronym for Subsidiary

Intermission—Bathroom break

“Um...” Game

DEBATES- what goes into one

Debate Sandwich game: Butcher Paper

Individual debates—Topic out of a hat

2 rounds:

1. Choose what side they are on
2. Card say what side you are on

Break them into teams

Scripts passed out

2 ROUNDS

Reflection (what went well, what can be improved upon in the rounds, what they learned)

Wrap up game/Raffle

Survey for Students

Survey for Advisors

Close at 6pm.

Lesson Plan

Lesson Title: Parliamentary Procedure Workshop

I. Identification

Course title: Parliamentary Procedure

Teaching unit: Career Development Events

CDE Standards Addressed:

9.4 Explain how professional associations and organizations and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.

Length (time): 2 hours

Best month: A month before Sectional Competition

II. Specific Instructional Objective(s) (All three components):

1. By the end of the workshop, students will be able to memorize the subsidiary motions of parliamentary procedure by creating a fun acronym.
2. Given the three components of what makes a good debate, students will be able to formulate a debate using these components by the end of the workshop.
3. While using the debate model presented to them and the information presented in the workshop, students will run two rounds of parliamentary procedure in an effective manner.

III. Equipment, materials, supplies, books, resources needed for this lesson (attach handouts):

- Poster paper
- Markers
- 3x5 index cards

- Parliamentary procedure handouts
- Pens
- Notepads
- Parliamentary procedure powerpoint

IV. Academic Language:

Parliamentary procedure: rules to be followed to help maintain order, and “provides an approved and uniform method of conducting meetings” (CSU Chico, Parliamentary Procedure at a Glance)

V. Teaching procedures:

- Anticipatory set: The students will play “Name that Tune.” Students are to guess the song title as a group, and write the titles in the given space provided on the poster board. The song titles will reveal a secret message, which will end up being “parli pro.” The students will work together in groups of 5-6 to guess the songs.
- Stated objective(s): “Today we will be giving you some tips and tricks about parliamentary procedure that you will help you as you progress this competition season.”
- Purpose: The purpose of this workshop is to get students excited about the Parliamentary Procedure CDE. Additionally, these students will gain new tools that they can use during the parliamentary procedure season.
- Input (presentation):

Subject Matter (outlined)

Teaching Methods

<p>Parliamentary Procedure</p> <p>Where is it?</p> <p>Where can you find it?</p> <p>How can you use it?</p> <p>Debate Sandwich</p> <p>Rounds</p> <p>Tips and Tricks</p>	<p>PowerPoint</p> <p>Interactive Activity: Sandwich Game</p> <p>Practice speaking in front of new people</p> <p>Observation and feedback</p>
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e. Demonstration-Modeling:

Steps

Key Points

<p>Um Game</p> <p>Debate sandwich</p>	<p>Students will be given a topic and must speak about this topic for 30 seconds without saying the word “um.” This exercise will show students how much they use this word.</p> <p>Students will be given a main motion and must create a debate using the model.</p>
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- f. Check for understanding again (write it out fully):

Students will have the opportunity to practice two debate rounds to apply the skills that they will learn in the interactive activity “Debate Sandwich.”

- g. Review / Summary:

After the students run the two rounds of parliamentary procedure debate rounds, the workshop presenters (Kayla and Samantha) will give the students constructive criticism and tips for making their debates better as they proceed with the rest of the season. Students will be given the opportunity to reflect on what they think went well and what could be improved for the future.

- h. Assessment (of lesson’s objectives):

Students will run rounds and implement the debate sandwich model that they will have just learned. After the rounds, students will be given feedback and asked how effectively they think they used the “Debate Sandwich” model.

- i. Closure

Students and teachers will fill out a survey on how they felt the event went. Surveys will be used as constructive feedback to used in the future, should this workshop be held again.

Summary of Motions

Classification	Kind	Second Required	Debatable	Amendable	Vote Required	Can Be Reconsidered
Privileged	Adjourn	Yes	No	No	Majority	No
	Question of Privilege	No	No	No	None	No
Incidental	Point of Order	No	No	No	None	No
	Appeal	Yes	Yes	No	Majority	Yes
	Suspend the Rules	Yes	No	No	$\frac{2}{3}$	No
	Division of the House	No	No	No	None	No
	Parliamentary Inquiry	No	No	No	None	No
	To Withdraw a Motion	No	No	No	Majority	Yes
Subsidiary	Lay on the Table	Yes	No	No	Majority	No
	Previous Question	Yes	No	No	$\frac{2}{3}$	Yes
	Postpone Definitely	Yes	Yes	No	Majority	Yes
	Limit Debate	Yes	No	No	$\frac{2}{3}$	Yes
	Refer to Committee	Yes	Yes	Yes	Majority	Yes
	Amend	Yes	Yes	Yes	Majority	Yes
	Postpone Indefinitely	Yes	Yes	No	Majority	Yes
Main	Main Motion	Yes	Yes	Yes	Majority	Yes
Other	Take from the Table	Yes	No	No	Majority	No
	Reconsider	Yes	Yes	No	Majority	No
	Rescind	Yes	Yes	Yes	$\frac{2}{3}$	No

Courtesy of: The Future Farmers of America,
National FFA Center
Alexandria, Virginia

Information Sheet

G. Adjourn.

1. Purpose - End a meeting.
2. EXAMPLES:
 - a. Qualified - "I move to adjourn."
(NOTE: Treat as a main motion, when no other business is before the house.)
 - b. Unqualified - "I move to adjourn."
(NOTE: Not debatable; when an item of business is currently under consideration before the house.)

VII. Types of Motions and Their Correct Descriptions

- A. **Main motion** - Presents an item of business to chapter for its consideration and action.
(NOTE: A main motion is introduced by a member saying, "I move that . . ." or "I move to . . ." Only one main motion can be considered at a time.)
- B. **Subsidiary motion** - Modifies or disposes of main motion; must be voted on before vote is taken on main motion.
EXAMPLE: Amendment.
- C. **Privileged motion** - Has no connection with main motion; outranks other motions.
EXAMPLE: Adjourn.
- D. **Incidental motion** - Arises from or relates to procedure; may or may not refer directly to main question.
EXAMPLE: Rise to point of order.

VIII. Types of Motions and Their Classification

- A. **Privileged** - Adjourn.
- B. **Incidental** - Point of order.
- C. **Subsidiary**
 1. Lay on the table.
 2. Refer to committee.
 3. Amend.
- D. **Main** - Main motion or main question.
- E. **Other** - Take from the table.

IX. Evaluated in Job sheet #1.

Introduction to Parliamentary Procedure Unit IV

Assignment Sheet #1 Parliamentary Procedure Crossword Puzzle

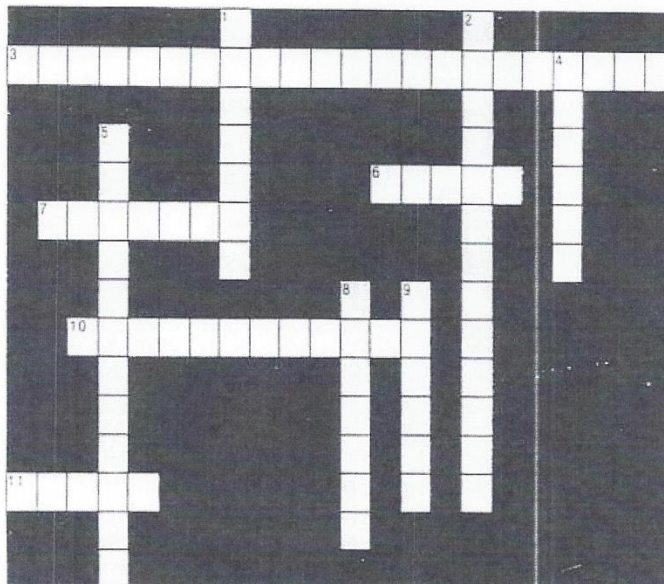
Name _____ Score _____

ACROSS

- 3 Set of rules for conducting a meeting in an organized and efficient manner (2 words.)
- 6 Presiding officer of a meeting.
- 7 To close or terminate a meeting.
- 10 Less than half of the legal votes cast, unless otherwise specified in the chapter rules (2 words.)
- 11 Any space exclusive of the "chair" in a meeting room.

DOWN

- 1 Period of time during which the chapter convenes before adjournment.
- 2 Formal discussion by members of an organization.
- 4 Procedure to allow expression of positive and negative views on a question.
- 5 More than half of the legal votes cast, unless otherwise specified in the chapter rules. (2 words.)
- 8 To assemble together as a body.
- 9 An indication by a member that he or she approves consideration of an item of business by the chapter.



Surveys

After the conclusion of the workshop, the FFA members and advisor who attended were given the opportunity to provide feedback through a survey. This survey asked how they rated the workshop overall. The survey also asked how they enjoyed the workshop, what could be changed to make the workshop better, and whether or not they would be interested in another workshop of this nature.

The results of the surveys are shown on the next pages.

Agricultural Education and Communication

College of Agriculture, Food and Environmental Sciences

Student Evaluation of the Parliamentary Procedure Workshop

1. Year in School:
A. Freshman B. Sophomore ☒ C. Junior D. Senior
2. Overall, how helpful did you feel the workshop was?
☒ A. Very Helpful
B. Somewhat Helpful
C. Neutral
D. Slightly Unhelpful
E. Very Unhelpful
3. What is something you enjoyed at the workshop?
The instructors were very spirited
& made it fun!
4. What is something that should be changed?
Nothing :-)
5. How interested are you in competing in the Parliamentary Procedure CDE?
☒ A. Very Interested
B. Somewhat Interested
C. Neutral
D. Not Interested

THANK YOU!

Student Evaluation of the Parliamentary Procedure Workshop

1. Year in School:
A. Freshman ☒ B. Sophomore C. Junior D. Senior

2. Overall, how helpful did you feel the workshop was?

A. Very Helpful
☒ B. Somewhat Helpful
C. Neutral
D. Slightly Unhelpful
E. Very Unhelpful

3. What is something you enjoyed at the workshop?

I enjoyed being able to
~~strengthen~~ strengthen my debate
skills in a non-judgemental environment

4. What is something that should be changed?

I think there should be a bit
more & help for chairmans.

5. How interested are you in competing in the Parliamentary Procedure CDE?

☒ A. Very Interested
B. Somewhat Interested
C. Neutral
D. Not Interested

THANK YOU!

Student Evaluation of the Parliamentary Procedure Workshop

1. Year in School:
A. Freshman B. Sophomore C. Junior ☒ D. Senior
2. Overall, how helpful did you feel the workshop was?
☒ A. Very Helpful
B. Somewhat Helpful
C. Neutral
D. Slightly Unhelpful
E. Very Unhelpful
3. What is something you enjoyed at the workshop?
critics after
the round
4. What is something that should be changed?
helping with motions
we don't know how
to do
5. How interested are you in competing in the Parliamentary Procedure CDE?
☒ A. Very Interested
B. Somewhat Interested
C. Neutral
D. Not Interested

THANK YOU!

Agricultural Education and Communication

College of Agriculture, Food and Environmental Sciences

Student Evaluation of the Parliamentary Procedure Workshop

1. Year in School:
A. Freshman B. Sophomore ☒ C. Junior D. Senior

2. Overall, how helpful did you feel the workshop was?

- ☒ A. Very Helpful
B. Somewhat Helpful
C. Neutral
D. Slightly Unhelpful
E. Very Unhelpful

3. What is something you enjoyed at the workshop?

I enjoyed the practice rounds because extra rounds are always beneficial.

4. What is something that should be changed?

More rounds instead of an intro to parli pro because we more so need to practice rather than go over things we already know.

5. How interested are you in competing in the Parliamentary Procedure CDE?

- ☒ A. Very Interested
B. Somewhat Interested
C. Neutral
D. Not Interested

THANK YOU!

Agricultural Education and Communication

College of Agriculture, Food and Environmental Sciences

Student Evaluation of the Parliamentary Procedure Workshop

1. Year in School:
A. Freshman B. Sophomore C. Junior D. Senior
2. Overall, how helpful did you feel the workshop was?
A. Very Helpful
B. Somewhat Helpful
C. Neutral
D. Slightly Unhelpful
E. Very Unhelpful
3. What is something you enjoyed at the workshop?
I enjoyed the "Sandwich" Debates -
4. What is something that should be changed?
Nothing everything was
fun and very helpful
5. How interested are you in competing in the Parliamentary Procedure CDE?
A. Very Interested
B. Somewhat Interested
C. Neutral
D. Not Interested

THANK YOU!

Teacher Evaluation of the Parliamentary Procedure Workshop

1. Overall, how helpful did you feel the workshop was?

- ☒ A. Very Helpful
- ☐ B. Somewhat Helpful
- ☐ C. Neutral
- ☐ D. Slightly Unhelpful
- ☐ E. Very Unhelpful

2. What is something you enjoyed at the workshop?

You guys did a great job relating to the kids and adapting your workshop to what the students already knew and did not do.

3. What is something that should be changed?

You did a great job! It was a challenge with the different ability levels. Maybe market the workshops more at conferences/roadshows.

4. Would you be interested in bringing more students to CDE intro workshops like this one?

- ☒ A. Very Interested
- ☐ B. Somewhat Interested
- ☐ C. Neutral
- ☐ D. Not Interested

THANK YOU!

Pictures of Workshop



Figure 2. Samantha, Kayla, and students with the Debate Sandwich



Figure 3. Kayla and Samantha explaining the "Um Game"



Figure 4. Nipomo FFA Student practicing debates.



Figure 5. Nipomo FFA Students playing "Name that Tune"

Chapter Five

Summary, Recommendations, and Conclusions

The purpose of this project was to host a parliamentary procedure workshop to get students excited and informed about the Parliamentary Procedure Career Development Event (CDE). With this workshop, the goal was that the students will be able to compete in the CDE contest at the Sectional, Regional and State level. This workshop gave them the chance to learn new skills from individuals that have a knowledge of parliamentary law and can give them a fresh perspective on new opportunities in the National FFA Organization.

Recommendations

The following recommendations are for those who choose to create a similar workshop:

- Contact all of the agriculture programs in the South Coast Region, not just a select few.
 - By opening invitations to all of the schools in the region, it will help guarantee participants to your event.
- Send out invitations with a set date with plenty of time for responses.
 - Be sure to give the ag teachers an ample amount of time to plan and gather students. If advisors were given enough time, they will probably not be able to attend with enough students interested.
- Be open to change the lesson plan to best fit the audience.
 - Be willing to adapt the lesson plan, based on skill level of the students.

Conclusion

The parliamentary procedure CDE workshop was ultimately a success. Although it was not what was originally planned, the main objective was met: to get students excited about parliamentary procedure. The Nipomo FFA chapter members were great participants and enjoyed the event. The surveys that they completed at the end of the event suggested that they

would be interested in attending more events like this, which is a great accomplishment in itself.
It would be wonderful to see this project continue to other CDE's in the future.

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