

Parliamentary Procedure Guidelines

Media Type: DVD

Duration: 81 minutes

Goal: To learn the basic motions within effective parliamentary procedure

Description: Often students are taught the fundamentals of parliamentary procedure, but rarely are they taught the real-world application, relevance and importance of this process. This presentation not only provides students with the skills needed to conduct an orderly and efficient meeting, but also supplies them with a detailed look on how parliamentary procedure is used in a professional setting. Numerous examples of motions and appropriate uses are also provided.

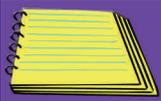
Objectives:

1. To explain the role of parliamentary procedure in the business world.
2. To illustrate the methodology of making motions.
3. To demonstrate business meeting scenarios using parliamentary procedure.
4. To discuss the function of each of the motions in parliamentary procedure.
5. To examine uses for motions in a business meeting.

Horizontal Alignment

Core-Subject Area	Foundation Concept	Basic Understanding
Language Arts	<i>Application of Writing Skills</i>	<ul style="list-style-type: none">• Editing/proofreading• Descriptive, informative, creative and persuasive writing• Organizing logical arguments• Enhancing grammatical mechanics• Vocabulary enhancement
	<i>Analysis of Text & Information</i>	<ul style="list-style-type: none">• Drawing inferences and generalizations• Critical thinking• Expression of thoughts and ideas• Communication skills• Developing listening and comprehension skills• Literary interpretation• Creating visual representations

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Lesson Plan

Class 1: Tap a gavel two times and “call class to order.” Begin class by asking students to make a list of the elements of an effective meeting. Provide each student with a copy of the *Parliamentary Procedure Guidelines Vocabulary Handout* to use as a reference. Give students the *Parliamentary Procedure Guidelines Worksheet* to fill-in as they watch the video segments. Show *Parliamentary Procedure Guidelines Part 1, Part 2* and *Part 3*. Have students complete the *Motion Timeline Activity*. Next, end the class by having students develop a main motion in the *Main Motion Activity* to reinforce the steps to making a motion.



21 min.

Class 2: Begin the class by having a discussion about how staying organized in a meeting is vital to staying on task. Show *Parliamentary Procedure Guidelines Part 4*. Have students complete the *Order of Precedence Activity*. After the activity, distribute the *Motion Flash Cards Activity Sheet*. Show *Parliamentary Procedure Guidelines Part 5* and *Part 6*. Students will make the flash cards after each video segment discussing specific types of motions.



12 min.

Class 3: Have students continue completing the *Motion Flash Cards Activity*. Show *Parliamentary Procedure Guidelines Part 7*.



22 min.

Class 4: Have students continue completing the *Motion Flash Cards Activity*. Show *Parliamentary Procedure Guidelines Part 8*. After viewing the



18 min.

video segment, have students review their flashcards.

Class 5: In order to review for the assessment, have students complete one of the projects which accompany the lesson.

Class 6: Administer the *Parliamentary Procedure Guidelines Assessment*.

Lesson Links

Official Robert's Rules

- <http://www.robertsrules.com>

Career & Technical Student Organizations

BPA

- **Parliamentary Procedure**

FBLA

- **Introduction to Parliamentary Procedure**
- **Parliamentary Procedure**

FCCLA

- **Participate in an FCCLA Parliamentary Procedure event**

FFA

- **Parliamentary Procedure**

Career Connections

- iCEV50368, John Guthrie, Senior Director Business Development & Marketing, Daytona Speedway
- iCEV50313, Bob Lin, President, Food Concepts International
- iCEV50204, Jamie Gill, President, Shotz Energy Drinks

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Lab Activities

Motion Timeline

Directions:

The class will create a timeline using posters to correctly depict the order of the steps to make a motion.

Main Motion

Directions:

Have each student propose a main motion which would improve their community, school or classroom. Be sure that the students use the proper terminology to make the motions.

Order of Precedence

Directions:

Students will create a pyramid of the motions in the order of precedence to help them to remember which motions may be on the floor at the same time.

Motion Flash Cards

Directions:

The student will create a flash card for each motion. The information on the flash card should contain the name of the motion, correct statement of the motion, why the motion is used, and the pertinent facts of the motion.



Projects

Mock Meetings

Directions:

The students will conduct a meeting based upon one of the example meeting scenarios located on the *Mock Meetings Student Project Sheet*. The students should follow parliamentary procedure in order to effectively complete the meeting.

Watch & Learn Meetings

Directions:

Divide students into groups. Each group will create a video of themselves conducting a meeting using parliamentary procedure. The video will then be watched by the class in order to determine if the meeting was conducted correctly or if mistakes were made.

Career Meetings

Directions:

The student will research a career field they are interested in and then develop an agenda for a meeting which would be conducted in their chosen career field. Also, the student should include possible motions they would make in the meeting, written in the correct terminology.