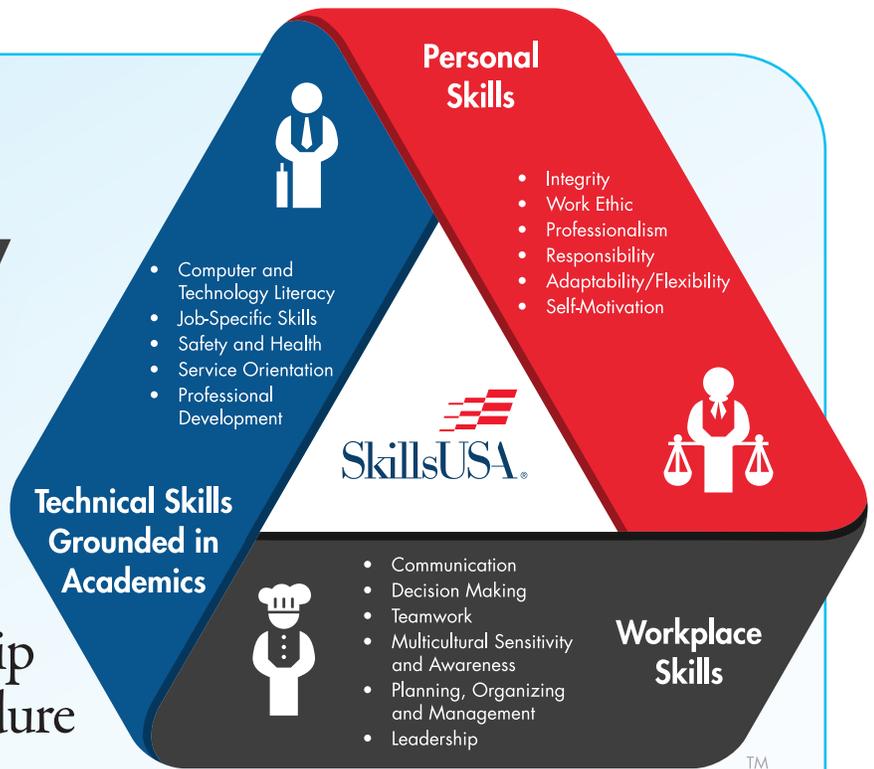


# INTEGRATION ACTIVITY *Sheet*

## Leveraging Your Leadership with Parliamentary Procedure Booklet and Teacher's Kit

**PRICE:** \$10.95

**DESCRIPTION:** The use of parliamentary procedure in meetings is based on the theory that the majority makes decisions in an effective and efficient manner while allowing the voice of the minority to be heard. Parliamentary procedure will take your SkillsUSA meetings to a whole new level while ensuring that all members have an equal say in chapter decisions. The best part is the rules of parliamentary procedure are universal. The “Leveraging Your Leadership with Parliamentary Procedure” booklet provides the basics of parliamentary procedure in an easily understood format. The companion Teacher’s Guide provides four lesson plans to assist by breaking down the terminology, illustrating the types of motions and providing samples. Use the Teacher’s Guide in conjunction with the booklet or as a stand-alone tool. The 6 inches by 9 inches, 52-page student booklet is ideal for teachers to tuck in next to an electronic device or students to keep in their backpack for easy use. The 8 ½ inches by 11 inches, 52-page Teacher’s Guide has a variety of strategies coupled with plenty of space for notes, and it can be kept close by on an advisor’s desk for quick reference.



### ESSENTIAL ELEMENT IDENTIFICATION:

The experiences in “Leveraging Your Leadership with Parliamentary Procedure” provide the opportunity for members to make decisions as they demonstrate the Essential Elements of Professionalism, Adaptability and Flexibility, Decision Making, Communication, and Leadership. Chapter meetings can be the real-world workshop for members to demonstrate these Essential Elements.

### Student Learning Objectives:

- Identify how the SkillsUSA Framework Essential Elements are demonstrated in effective chapter attendance and involvement at chapter meetings.
- Describe the reasons why parliamentary procedure is used to make decisions.
- Demonstrate the proper method for moving a motion and debating a main motion.
- Explain the purpose as well as demonstrate the proper way to make subsidiary, incidental, privileged, and restorative motions during a meeting.



To purchase this educational resource, visit the SkillsUSA Store at [www.skillsusa.org/shop](http://www.skillsusa.org/shop).

## IN-PERSON INTEGRATION EXAMPLE:

### Activity: **Enrichment Activity**

**Additional materials needed:** Trail Mix ingredients (M&M's, raisins, pretzels, chocolate chips, others as desired), non-trail mix ingredients (red hots, olives, pickles, Life Savers, others as desired), large mixing bowl, small bowls, napkins or cups.

**Time Frame:** 30 minutes

#### Directions:

1. Prior to beginning, place the trail mix and non-trail mix ingredients on a table in front of the group and make sure they're covered up.
2. Discuss the varieties of trail mix on the market and how we each have our own preferences.
3. Remind the students we have spent some time discussing the reasons parliamentary procedure is used and the proper way to move a main motion and debate or discuss a main motion. Now is the opportunity to put our knowledge to use.
4. For an ingredient to be added, someone will have to move a motion. For example, to have M&Ms added, someone will have to properly move a main motion to add the M&Ms. Who will share what that main motion would sound like? (Elicit student responses.)
5. Instructor serves as the chair.
  - Open the floor for a main motion to add the first ingredient.
6. Once the motion is properly moved and seconded, you will be able to debate or discuss whether or not you want the ingredient added. If the majority votes to add the ingredient, it will be added to the bowl. If not, the ingredient will not be added.
  - Encourage students to discuss why they do or do not want the ingredient added.
  - At first, students might be hesitant to discuss, but the more they do it, the more comfortable they will get.
  - When the discussion has ended, vote on whether or not the ingredient will be added.
  - Remind the students that they will have to eat the trail mix when done.
7. Follow this same procedure for each trail mix and non-trail mix ingredient. Explain that ingredients will be added to the bowl as motions are made.
8. As soon as all the trail mix and non-trail mix ingredients have been added, provide each student with a bowl of the mixture and enjoy!
9. Facilitate discussion by asking questions including:

## WAYS TO INTEGRATE

- What did you notice about the process of using a motion and discussion to determine the ingredients used?
- What types of discussion influenced your decision?
- How might this process improve a chapter meeting?
- Where have you seen motions and discussions made in the community or school?

## VIRTUAL INTEGRATION EXAMPLE:

### Activity: **Wisdom Evidence and Main Point, Lesson 4**

**Additional materials needed:** "You're the Expert" worksheet to be distributed electronically, graphic design platform (PowerPoint, Whiteboard, etc.), and Summary "Table of Motions" worksheet.

**Time Frame:** 40 minutes

#### Directions:

1. Connect with members using an online platform.
2. Randomly place students into one of six groups. Assign one chapter officer to each group.
3. Distribute a "You're the Expert" worksheet to the chapter officer in the group. Groups will also need to have one student who has the capacity to share their screen to access an above-mentioned graphic design platform.
4. Each group will create a poster to teach their classmates about the motion they received on the "You're the Expert" worksheet. The worksheet contains information regarding the purpose of the motion, the proper way to move the motion and several other characteristics of the motion.
  - Each group will need a picture that represents the motion's purpose.
  - Students will demonstrate the motion.
5. Give groups 10 minutes to create their poster using the worksheet.
6. Monitor student progress.
7. Bring students back to the main room for presentations and sharing of information. Use screen sharing feature to show their poster and photo.
8. Allow a minute following group's completion for other students to add new information to Summary Table of Motions worksheet.
9. Celebrate success of groups.

# You're the Expert – Adjourn!

*Directions: Using the information below, create a poster that can be used to teach your classmates about the motion listed below. Your poster will need to include the following:*

- The motion's purpose.
- The proper way to make the motion.
- Can you interrupt the speaker when making the motion?
- Does it require a second?
- Is it amendable?
- Is it debatable?
- What vote is required?
- Include a picture that represents the motion's purpose.

In addition to your poster, your group will be responsible for demonstrating the proper way to make the motion.

	Interrupt?	Second?	Amendable?	Debatable?	Vote?
<b>Adjourn</b>	No	Yes	Yes	No	Majority
Purpose – To end the meeting					
Proper Way to Make – “I move to adjourn.”					

# You're the Expert – Question of Privilege!

*Directions: Using the information below, create a poster that can be used to teach your classmates about the motion listed below. Your poster will need to include the following:*

- The motion's purpose.
- The proper way to make the motion.
- Can you interrupt the speaker when making the motion?
- Does it require a second?
- Is it amendable?
- Is it debatable?
- What vote is required?
- Include a picture that represents the motion's purpose.

In addition to your poster, your group will be responsible for demonstrating the proper way to make the motion.

	Interrupt?	Second?	Amendable?	Debatable?	Vote?
<b>Question of Privilege</b>	Yes	No	No	No	None
Purpose – To permit urgent requests related to the rights and privileges of members					
Proper Way to Make – “I rise to a question of privilege.”					

# You're the Expert – Point of Order!

*Directions: Using the information below, create a poster that can be used to teach your classmates about the motion listed below. Your poster will need to include the following:*

- The motion's purpose.
- The proper way to make the motion.
- Can you interrupt the speaker when making the motion?
- Does it require a second?
- Is it amendable?
- Is it debatable?
- What vote is required?
- Include a picture that represents the motion's purpose.

In addition to your poster, your group will be responsible for demonstrating the proper way to make the motion.

	Interrupt?	Second?	Amendable?	Debatable?	Vote?
<b>Point of Order</b>	Yes	No	No	No	None
Purpose – To enforce the rules of parliamentary procedure					
Proper Way to Make – “I rise to a Point of Order.”					

# Summary Table of Motions

Use this table for a quick reference regarding the motions covered in this guide. These motions are arranged by precedence. In addition to these motions, there are others that can be used in parliamentary procedure. For additional motions, reference **Robert's Rules of Order, Newly Revised**.

<b>Privileged Motions</b>					
<i>Motion</i>	<i>Interrupt?</i>	<i>Second?</i>	<i>Amendable?</i>	<i>Debatable?</i>	<i>Vote?</i>
Adjourn	N	Y	N	N	MAJ
Raise a Question of Privilege	Y	N	N	N	N

<b>Incidental Motions</b>					
<i>Motion</i>	<i>Interrupt?</i>	<i>Second?</i>	<i>Amendable?</i>	<i>Debatable?</i>	<i>Vote?</i>
Point of Order	Y	N	N	N	N
Parliamentary Inquiry	Y	N	N	N	N
Division of the Assembly	Y	N	N	N	N

<b>Main Motions</b>					
<i>Motion</i>	<i>Interrupt?</i>	<i>Second?</i>	<i>Amendable?</i>	<i>Debatable?</i>	<i>Vote?</i>
Main	N	Y	Y	Y	MAJ

<b>Subsidiary Motions</b>					
<i>Motion</i>	<i>Interrupt?</i>	<i>Second?</i>	<i>Amendable?</i>	<i>Debatable?</i>	<i>Vote?</i>
Lay on the Table	N	Y	N	N	MAJ
Previous Question	N	Y	N	N	2/3
Postpone to a Certain Time	N	Y	Y	Y	MAJ
Commit or Refer	N	Y	Y	Y	MAJ
Amend	N	Y	Y	Y	MAJ
Postpone Indefinitely	N	Y	N	Y	MAJ

<b>Restorative Motions</b>					
<i>Motion</i>	<i>Interrupt?</i>	<i>Second?</i>	<i>Amendable?</i>	<i>Debatable?</i>	<i>Vote?</i>
Take from the Table	N	Y	N	N	MAJ