Parliamentary Procedure Lesson Plan

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| What type of lesson is this: |
| * Inquiry based
* Problem-based
 | * Project based
* Hands-on lab experience
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| What is the AFNR standard(s) this lesson relates to?**8.0 Explore AFNR professional development organizations.**  |

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| Define the objective(s):8.03 Participate in a business meeting using Robert’s Rules of Order  |

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| 3 key points/take aways:  Importance of parliamentary procedure in conducting organized and efficient meetings. Understanding and applying Robert's Rules of Order. Developing collaboration and documentation skills through creating a manual. |

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| Summative Assessment: Completed parliamentary procedure manual. Presentation of the manual to the class. Peer and self-assessment on the collaborative process. |

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| Student Learning Approach(es): Group research and collaboration. Hands-on creation of a manual. Presentation and discussion. |

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| Materials List: Access to the internet or library resources for research. Writing materials for students (paper, pens, computers). Templates or guides for organizing the manual. Presentation tools (e.g., PowerPoint, poster boards). |

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| Interest Approach (3 minutes):Begin with a discussion about the importance of organized meetings and how parliamentary procedure can help ensure efficiency and fairness. |

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| Lesson Content:  **Introduction (5 minutes)*** Discuss the lesson objective and the importance of understanding parliamentary procedure and Robert's Rules of Order.
* Explain the group activity of creating a parliamentary procedure manual and the requirements for the final product.

 **Group Research and Manual Creation (15 minutes)*** **Group Assignments:**
	+ Divide students into small groups and assign each group a specific aspect of parliamentary procedure to research (e.g., making motions, debating, voting, amending motions, roles of officers).
	+ Provide each group with a research template to guide their investigation and documentation.
* **Research Time:**
	+ Students use the internet, library resources, and provided materials to gather information on their assigned topics.
	+ Encourage collaboration and division of tasks within each group.
* **Manual Creation:**
	+ Each group compiles their research into a section of the manual, ensuring clarity and accuracy.
	+ Groups design their sections to be informative and easy to understand, using diagrams and examples where applicable.

 **Group Presentations (15 minutes)*** Each group presents their section of the manual to the class, explaining the key points and procedures they covered.
* Presentations can be in the form of slideshows, posters, or other visual aids.
* Encourage students to ask questions and provide feedback to their peers.

 **Conclusion and Reflection (10 minutes)*** **Summary:** Recap the key points covered in the lesson and the importance of parliamentary procedure in organizational settings.
* **Reflection Activity:** Students write a short reflection on what they learned from the activity and how it relates to their understanding of parliamentary procedure.
* **Group Discussion:** Open the floor for any questions or additional comments from the students.

Student Questioning/Formative Assessment: Engage students with questions during their research and presentations to assess understanding and encourage deeper analysis. Monitor group activities and ensure active engagement and collaboration. |

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| Reflection: Recap the key points covered in the lesson. Students write a short reflection on what they learned from the activity and how it relates to their understanding of parliamentary procedure. Open the floor for any questions or additional comments from the students. |