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. |