ND FFA Association

CONDUCT OF CHAPTER MEETINGS

Handbook

Purpose

The purpose of the National FFA Conduct of Chapter Meeting Leadership Development Event is to introduce seventh, eighth, and ninth grade FFA members to parliamentary procedure as they learn how to conduct efficient meetings and build their communication skills.

Agriculture is a highly technical and ever-changing industry on which everyone is dependent. We will maintain agriculture as our nation's number one industry only if we understand the importance of different agrisciences, marketing strategies, safe food production regulations, and continuous research to improve agriculture. Strong, relevant agriscience programs are one way we can maintain our nation's agricultural edge.

With the recommendation of the National FFA Board of Directors, all national FFA programs have incorporated the Agriculture, Food and Natural Resources (AFNR) Cluster Skills and Career Readiness Practice Standards to guide the direction and content of program materials and activities. Refer to Appendix A in the handbook for a complete list of the measurable activities that participants will carry out in this event.

Objectives

Students will be able to:

- Demonstrate correct use of FFA opening and closing ceremonies.
- Demonstrate parliamentary procedure to conduct an orderly and efficient meeting.
- Communicate and participate effectively as team members.
- Demonstrate critical thinking and teamwork for effective decision-making.

DISTRICTS

Event Rules & Format

District Conduct of Chapter Meetings are held during the eight District Leadership Meetings. The purpose of this leadership development event is to encourage the effective use of the official FFA opening and closing ceremonies and to provide recognition to the chapters excelling in the proper use of parliamentary procedure in conducting chapter meetings.

Team Make-Up

Each team will consist of six scored members and one non-scored member from the same chapter. Members will fulfill the duties of president, vice president, secretary, treasurer, reporter, sentinel, and advisor (non-scored member). Team members must be enrolled in the seventh, eighth or ninth grade at the time of qualification.

- Teams must be selected at a state or interstate career/leadership development event held between the immediate previous national FFA convention and prior to the national FFA convention in which they are participating. States that qualify more than one year out must request and submit a written waiver for approval by the certification deadline.

- Team members must be FFA members at time of qualification.

Event Phases

- Written examination.
- A 7-minute team presentation of parliamentary procedure

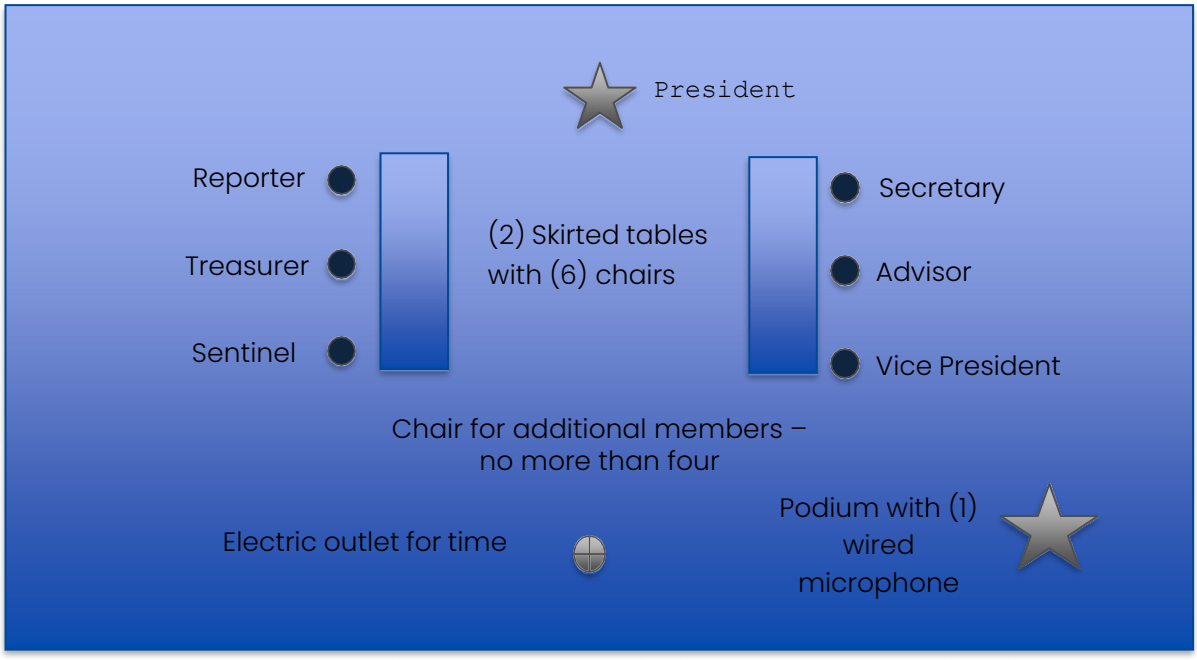
Equipment

Materials provided by the event committee include:

- Gavel and officer station symbols.
- Blank note paper.
- Event digital timers.
- American and FFA flags.

Stage Set

- Podium (President)
- (2) Skirted tables with 6 chairs
- (7) Wireless microphones for competitors
- Event judges in front of the stage on floor with (3) chairs and (3) wired table stand microphones



Judges Table in front of stage on floor.
(3) chairs with (3) wired

Contestant Eligibility

1. To be eligible to participate the student must be enrolled in an agricultural education course and appear on the chapter FFA membership roster.
2. Members of the Conduct of Chapter Meetings team does not need to be a chapters FFA Officer Team.
3. Members can not compete on both the Parliamentary Procedure team and Conduct of Chapter Meetings team.
4. FFA members participating in the National Conduct of Chapter Meetings CDE are no longer eligible to compete at the district and state level beginning in 2023.

North Dakota FFA Association — Artificial Intelligence (AI) Policy

The North Dakota FFA Association adopts and adheres to the National FFA Organization's official AI Policy in full. All North Dakota FFA members, chapters, advisors, and state staff are expected to follow the guidelines set forth by the National FFA Organization regarding the appropriate and responsible use of artificial intelligence (AI) tools in FFA activities, competitive events, and academic work.

For the complete and current National FFA AI Policy, including detailed guidelines on appropriate use, please visit:

🔗 **https://ffa.app.box.com/v/NFFAAIPolicy**

Questions regarding this policy should be directed to the North Dakota FFA Association state office.

Team Activities

Presentation – Opening Ceremonies

- One-point deduction per error (adding, deleting and transposition of words or deviation from printed ceremonies) per team member with a maximum deduction equal to the amount available to be earned.
- Opening & Closing Ceremonies (15 points/member; 90 points/team)
  - Voice
  - Poise
  - Expression
  - References:
    - Official FFA Manual

Presentation - Team Demonstration

- Team members will be assigned one of the permissible parliamentary procedure motions listed below. Event officials will select motions to be demonstrated in each flight of the event.
- Ten minutes of preparation time will be allowed for each team.

- Adequate copies of the problem will be given to the chair at the beginning of the preparation period. Student advisors will be allowed in the ready room. The advisor shall not consult with the team after the beginning of the preparation period. Contestants will not listen to competing teams. No references will be allowed by the team in the contest or during preparation. Points of clarification, not parlance, may be given in the ready room by the advisor in charge of the contest.
- All members except for the chair will have one required ability that they must demonstrate. These required abilities will be clearly marked on the practice problem. Each of these abilities will have a 20-point value, they will be scored according to how correctly they were demonstrated. Omitting a required motion will result in a 50-point deduction from the team score, along with the 20-point deduction from the officer's individual score.
    - There is no penalty to additional subsidiary, incidental and privileged motions that a team may demonstrate.
- All contestants, except for the chair, will be provided a copy of the problem in the demonstration room. These copies will not leave the demonstration room and will not be written on, folded or otherwise defaced. Order of appearance will be determined randomly at registration. No reference materials will be used in the ready room or demonstration room. The chair can have a blank sheet of paper for taking notes during the demonstration and will be provided a copy of the main motion.
- A team shall be allowed seven minutes in which to complete their demonstration. Opening and closing ceremonies are not included in the seven-minute period. For each minute or major fraction thereof over seven minutes, the team will be penalized 25 points.
    - A time clock or timecard will be provided so that the team can see. The clock will count from seven minutes starting after opening ceremonies (signaled to begin by the chair stating: Is there any new business?) and stop when the chair asks for the third time: Is there any further business? Prior to closing ceremonies. If a time clock is not used, the timekeeper will signal the team with large cards at the elapsed times of 5 minutes and 6 minutes.
- Debate
    - The first two debates per member will be tabulated in the presentation score.
    - No more than two debates per member per motion will be tabulated, even if the subsidiary motion to extend the limits of debate has been passed.

Individual Activities

Written Test

Twenty-five questions (one point per question; 25 points per member)

- A 25-question written test worth 25 points will be given to the six scored officers. The six individual scores will be averaged and added to the team score.
    - Example: If the 6 students average 20 points, 20 points would be added to the overall team score.
- Exam may will include:
    - General parliamentary procedure knowledge: - 22 questions
        - Permissible motions
        - Order of business
    - Officer duties and meeting room preparation – 3 questions
        - References:
    - Past three ND State Exams, Past three available National Exams, and the most recent edition of Robert's Rules of Order, Newly Revised (RONR)

Scoring

Presentation – Judging

- **ONLY** this handbook and the most recent edition of Robert's Rules of Order Newly Revised may be used for judging. No other reference materials can be used.
- Selection of judges for the contest shall be left up to the discretion of the district. There shall be a minimum of three judges for parlance and officer ratings. If chapter advisors are to be used as judges, none shall judge their own team. The composite score of the other judges shall be used for the team score. Judges shall be given instructions on proper procedures expected prior to the start of the contest. Additional judges may be obtained to evaluate chapter officers separately using the chapter officer evaluation form.
- Judges shall be given a minimum of five minutes between teams to review number of debates and parliamentary errors. Judges shall agree on number of debates along with parliamentary errors, ensuring that all members receive credit for their debates. Also, all judges should make deductions for parlance errors. This will provide all teams with an equal and fair scoring system.
- Chapters will be grouped into three levels of achievements – gold, silver, and bronze.
- Chapter officers will be ranked gold, silver and bronze using the chapter officer evaluation form. Officers shall be ranked 1, 2, 3, etc. by each judge. The officer with the lowest score will be the officer of the day in each position. Natural breaks in the total score will be used to determine award ratings. (A minimum of two officers per award area so no one is singled out, example: one bronze.)
    - The State Association will not be providing ribbons for individual officers. If a district wishes to give out ribbons for individual officers, they must provide their own.
- A 25-question written test worth 25 points on general parliamentary procedure knowledge will be given to the six-scored members. The six individual scores will be averaged and added to the team score.
    - Example: if the 6 students average 20 points, 20 points would be added to the overall team score.
- The test score will be used to break ties for officer of the day.

Scoring Summary

Activities	Individual Points	Team Points	Notes
Opening Ceremonies & Closing Ceremonies	-	15 pts/member X 6 = 90 pts./team	Depending on accuracy and delivery
Official Dress	-	10 pts/member X 6 = 60	

Activities	Individual Points	Team Points	Notes
		pts./team	
Written Test	25	25 X 6	The total of 6 individual exam scores gets added into the overall team score.
Required Abilities	-	20 pts/member X 5 = 100 pts./team	
Discussion	-	20 pts/discussion X 2 discussions/member = 40 pts. X 5 members = 200 pts/team	
Overall Presentation	-	680	*This includes points from above. Refer to the rubric.

Awards

Awards will be presented at the awards ceremony to individuals and/or teams based upon their rankings. See the Awards section of the Career and Leadership Development Events and Activities Policies and Procedure for additional award guidelines.

STATE

Event Rules & Format

The State Conduct of Chapter Meetings Event shall be held at the State LDE Day. The state event is open to both the eight District Conduct of Chapter Meetings Winners and the eight District Runner-ups.

The same team that competes in the district event shall complete in the state event unless a valid reason is given and approved by the State FFA Advisor/State FFA Executive Secretary. The top two teams from each district will be invited to participate in the state event.

Teams will be split into two flights. State Staff will randomly assign rooms such that each room will have four first place teams and four second place teams, each from a different district.

Order of appearance will be determined by a method deemed appropriate by the State FFA Advisor/State FFA Executive Secretary.

The complete rules, policies and procedures relevant to all ND FFA Career and Leadership Development Events may be found in the General Rules.

Team Make-Up

Each team will consist of six members from the same chapter. Members will fulfill the duties of president, vice president, secretary, treasurer, reporter, sentinel. Additional members are not allowed at the state event.

- Teams must be selected at the district leadership development event.

Event Phases

- Written examination.
- A 7-minute team presentation of parliamentary procedure

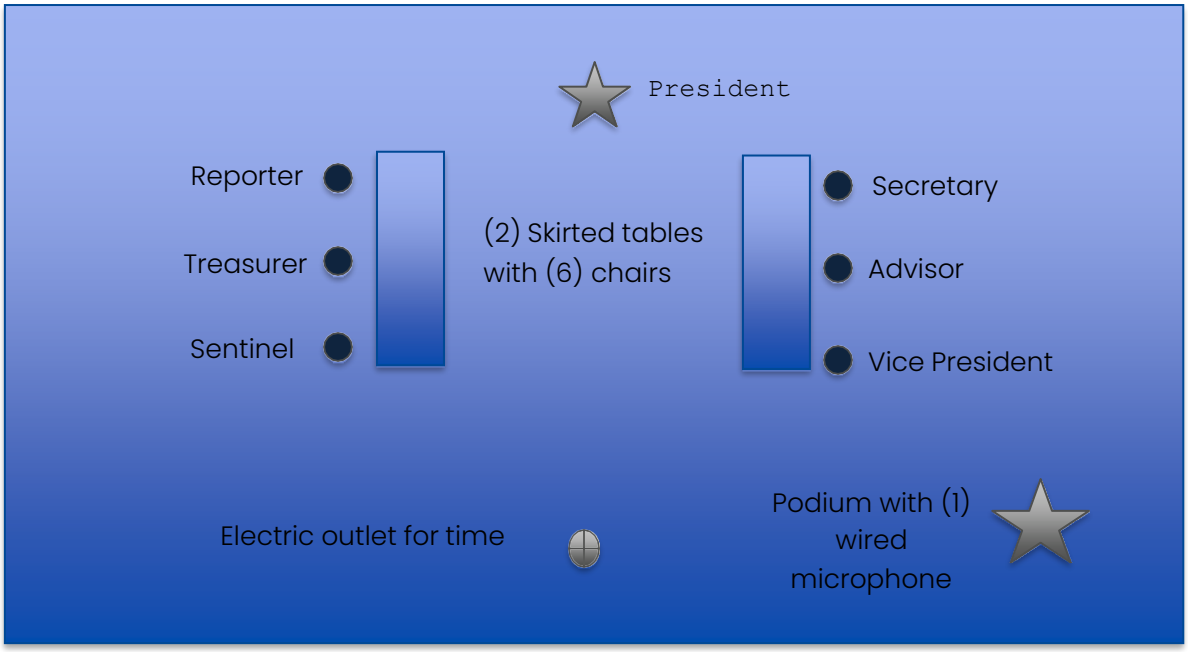
Equipment

Materials provided by the event committee include:

- Gavel and officer station symbols.
- Blank note paper.
- Event digital timers.
- American and FFA flags.

Stage Set

- Podium (President)
- (2) Skirted tables with 6 chairs
- (7) Wireless microphones for competitors
- Event judges in front of the stage on floor with (3) chairs and (3) wired table stand microphones



Judges Table in front of stage on floor.
(3) chairs with (3) wired

Contestant Eligibility

1. To be eligible to participate the student must be enrolled in an agricultural education course and appear on the chapter FFA membership roster at the time of the state contest.
2. Members of the Conduct of Chapter Meetings team does not need to be a chapters FFA Officer Team.
3. Members can not compete on both the Parliamentary Procedure team and Conduct of Chapter Meetings team.
4. FFA members participating in the National Conduct of Chapter Meetings CDE are no longer eligible to compete at the district and state level beginning in 2023.

North Dakota FFA Association — Artificial Intelligence (AI) Policy

The North Dakota FFA Association adopts and adheres to the National FFA Organization's official AI Policy in full. All North Dakota FFA members, chapters, advisors, and state staff are expected to follow the guidelines set forth by the National FFA Organization regarding the appropriate and responsible use of artificial intelligence (AI) tools in FFA activities, competitive events, and academic work.

For the complete and current National FFA AI Policy, including detailed guidelines on appropriate use, please visit:

https://ffa.app.box.com/v/NFFAAIPolicy

Questions regarding this policy should be directed to the North Dakota FFA Association state office.

Team Activities

Presentation – Opening Ceremonies

- Opening & Closing Ceremonies (15 points/member; 90 points/team)
  - Voice
  - Poise
  - Expression
  - References:
    - Official FFA Manual
- One-point deduction per error (adding, deleting and transposition of words or deviation from printed ceremonies) per team member with a maximum deduction equal to the amount available to be earned.

Presentation - Team Demonstration

- Team members will be assigned one of the permissible parliamentary procedure motions listed below. Event officials will select motions to be demonstrated in each flight of the event.

- Ten minutes of preparation time will be allowed for each team.
- Adequate copies of the problem will be given to the chair at the beginning of the preparation period. Student advisors will be allowed in the ready room. The advisor shall not consult with the team after the beginning of the preparation period. Contestants will not listen to competing teams. No references will be allowed by the team in the contest or during preparation. Points of clarification, not parlance, may be given in the ready room by the advisor in charge of the contest.
- All members except for the chair will have one required ability that they must demonstrate. These required abilities will be clearly marked on the practice problem. Each of these abilities will have a 20-point value, they will be scored according to how correctly they were demonstrated. Omitting a required motion will result in a 50-point deduction from the team score, along with the 20-point deduction from the officer's individual score.
    - There is no penalty to additional subsidiary, incidental and privileged motions that a team may demonstrate.
- All contestants, except for the chair, will be provided a copy of the problem in the demonstration room. These copies will not leave the demonstration room and will not be written on, folded or otherwise defaced. Order of appearance will be determined randomly at registration. No reference materials will be used in the ready room or demonstration room. The chair can have a blank sheet of paper for taking notes during the demonstration and will be provided a copy of the main motion.
- A team shall be allowed seven minutes in which to complete their demonstration. Opening and closing ceremonies are not included in the seven-minute period. For each minute or major fraction thereof over seven minutes, the team will be penalized 25 points.
    - A time clock or timecard will be provided so that the team can see. The clock will count from seven minutes starting after opening ceremonies (signaled to begin by the chair stating: Is there any new business?) and stop when the chair asks for the third time: Is there any further business? Prior to closing ceremonies. If a time clock is not used, the timekeeper will signal the team with large cards at the elapsed times of 5 minutes and 6 minutes.
- Debate
    - The first two debates per member will be tabulated in the presentation score.
    - No more than two debates per member per motion will be tabulated, even if the subsidiary motion to extend the limits of debate has been passed.

Individual Activities

Written Test

Twenty-five questions (one point per question; 25 points per member)

- A 25-question written test worth 25 points will be given to the six scored officers. The total score of 150 will be used for the total team points.
- Exam may will include:
  - General parliamentary procedure knowledge: - 22 questions
    - Permissible motions
    - Order of business
  - Officer duties and meeting room preparation – 3 questions
    - References: Past three ND State Exams, Past three National Exams, and the most recent edition of Robert's Rules of Order, Newly Revised (RONR)

Scoring

Presentation – Judging

- **ONLY** this handbook and the most recent edition of Robert's Rules of Order Newly Revised may be used for judging. No other reference materials can be used.
- The advisors (or approved substitute by State FFA Advisor/State FFA Executive Secretary) of the state qualifying teams shall be used to evaluate the state event. Advisors will not serve as a judge in the room their team is participating in. Judges will be provided with an information session prior to the event. Teams shall be ranked in numerical order based on final score determined by each judge. Prior to ranking teams, the judges will take a few minutes for any clarification needed on parlance errors made by the competing teams. Final team placing will be determined by adding all judges' rankings and the advancing teams will be the two teams in each flight with the lowest ranking scores.
- Judges for the finals round will be the advisors (or approved substitute by State FFA Advisor/State FFA Executive Secretary) of the teams placing 3rd and 4th in each room. (Unless a conflict arises in which the State FFA Advisor/State FFA Executive Secretary can appoint another advisor/ask for volunteers)
- Officers will not be evaluated individually; no Officer of the Day awards or officer ratings will be determined.
- The top teams will be rated gold and will receive state plaques and gold individual medals, teams will receive silver team rosettes and silver individual ribbons and bronze teams will receive bronze team rosettes and bronze individual ribbons. Natural breaks will be used in determining award levels.

Scoring Summary

Activities	Individual Points	Team Points	Notes
Opening Ceremonies & Closing Ceremonies	-	15 pts/member X 6 = 90 pts./team	Depending on accuracy & delivery
Official Dress	-	10 pts/member X 6 = 60 pts./team	
Written Test	25	25 X 6	The total of 6 individual exam scores gets added into the overall team score.
Required Abilities		20 pts/member X 5 = 100 pts./team	
Discussion		20 pts/discussion X 2 discussions/member = 40 pts. X 5 members =	

Activities	Individual Points	Team Points	Notes
		200 pts/team	
Overall Presentation	-	680	*This includes points from above. Refer to the rubric.

Awards

Awards will be presented at the awards ceremony to individuals and/or teams based upon their rankings. See the Awards section of the Career and Leadership Development Events and Activities Policies and Procedure for additional award guidelines.

The top teams will be rated gold and will receive state plaques and gold individual medals, teams will receive silver team rosettes and silver individual ribbons and bronze teams will receive bronze team rosettes and bronze individual ribbons. Natural breaks will be used in determining award levels. Officers will not be evaluated individually; no Officer of the Day awards or officer ratings will be determined.

The high team will be eligible to compete in the National Conduct of Chapter Meetings Event. In the event the high team cannot participate, the next highest ranked team will be offered the opportunity to represent ND. Members of the High Team will each receive a $500.00 travel stipend to the National FFA Convention from the ND FFA Foundation.

References & Resources

This list of references is not intended to be all-inclusive. Other sources may be utilized, and teachers are encouraged to make use of the very best instructional materials available. The following list contains references that may prove helpful during event preparation.

Exam

- The most recent edition of Robert's Rules of Order Newly Revised (RONR)
- Past ND State Exams
- Past National Exams

Presentation

- The most recent edition of Robert's Rules of Order Newly Revised (RONR)
- Past National FFA Event Finals Recordings (available at, FFA.org at no cost)
  - Note: Recordings are a team's competitive demonstration and may contain errors.
- American Institute of Parliamentarians —Presiding: You Can Do It, found on Amazon
- Past ND FFA State Event Recordings
  - Note: Recordings are a team's competitive demonstration and may contain errors.

Individual Questions

- The most recent edition of Robert's Rules of Order Newly Revised (RONR)
- Past National FFA Event Exams, Questions and Practicums, available at FFA.org at no cost
- Past ND FFA State Event Finals Questions found at ndffa.org on the Google Drive

Scoring Guidelines

Guidelines for Scoring Discussion (60-Points Per Member)

1. It is essential that each judge observes and maintains consistent criteria in scoring debate for the duration of the event.
2. Judges must overlook personal opinions and beliefs and score debate in an unbiased manner. All debate should be scored at the time it is delivered.
3. Each time a participant in the presentation discusses any motion, they may earn a score. However, an individual may never earn more than 60 points in each presentation. The first two debates per member will be tabulated in the presentation score. No more than two debates per member per motion will be tabulated even if an extension of debate is passed.

Characteristics of Effective Debate

Characteristics of effective debate include the member's ability to state his or her position, provide reason(s) supporting his or her position and tell or encourage the delegation how to vote. The delivery of the debate will include:

- Completeness of thought.
- Logical reasoning.
- Clear statement of speaker's position.
- Conviction of delivery.
- Concise and effective statement of debate.

Good Debate

A good debate would be characterized by a presentation that includes the components of a good debate as well as the quality of delivery in which the debate is delivered. Those components are.

- States position.
- Provides more than one reason supporting the position.
- Tells delegation how to vote.

Average Debate

An average debate would be characterized by a presentation that includes only one supporting reason or lacks in the quality of delivery. However, the following basic components of a debate will still be included:

- States position.
- Provides one reason supporting the position.
- Tells delegation how to vote.

Poor Debate

A poor debate would be characterized by a lack of effective delivery, poor grammar, reasoning, and substance as well as the omission of one or more components of an effective debate.

Suggested grading scale for debates:

- 15-20 points – Excellent
- 10-15 points – Good
- 5-10 points – Average
- 0-5 points – Poor

Guidelines for Scoring the Chair (80-Points)

The chair is evaluated by his or her ability to preside and his or her leadership.

Ability to Preside (65-Points)

The ability to preside includes the following being able to state motions correctly, follow rules of debate, keep members informed, put motions to a vote, announce results of vote, use the gavel, and maintain awareness of business on the floor.

When announcing the results of the voting on motions, there are generally four points of information that need to be mentioned by the chair. The four points are:

1. Which side has the most votes
2. Declaration of if the motion is adopted or lost
3. A statement indicating the effect of the vote or ordering its execution
4. When appropriate, an announcement of the next business item or stating the question on the next motion that will be voted on

* Not completing all steps in the announcement of a vote is -15 pt. deduction.

A suggested grading scale is as follows:

- Excellent: 51–60 points.
- Good: 26–50 points.
- Poor: 0–25 points.

Leadership (15-Points)

Leadership is stage presence, poise, self-confidence, politeness, and voice. Tactful, sensitive, firm, understanding, good voice, and proper pace

A suggested grading scale is as follows:

- Excellent: 1–15 points.
- Good: 6–10 points.
- Poor: 0–5 points.

Guidelines for Scoring Team Effect (150-Points)

Conclusions reached by the team: The main motion was well analyzed, which may include

answering who, what, when, where, why and how. (50-POINTS)

Team use of debate: The degree to which debate was convincing, logical, realistic, orderly, and efficient, germane, and free from repetition. (50-POINTS)

Team presence: This includes voice, poise, expression, grammar, gestures, and professionalism. (50-POINTS)

Deductions for Overtime

Under 7 minutes	0-point deduction
7 minutes 01 seconds to 7 minutes 30 seconds	25-point deduction
7 minutes 31 second to 8 minutes	50-point deduction
8 minutes 01 seconds to 8 minutes 30 seconds	75-point deduction
8 minutes 31 second to 9 minutes	100-point deduction

Implementing Parliamentary Procedure

Official FFA Dress

Refer to the most current Official FFA Manual

Medals

Refer to the most current Official FFA Manual

Methods of Voting

1. Roll Call – has the effect of placing on the record how each member votes. It is usually confined to representative bodies, where the proceedings are published, since it enables constituents to know how their representatives voted on certain issues. It should not be used in a mass meeting or in any assembly where members are not responsible to a constituency. (The FFA would not likely use this method of voting.)
2. Ballot – is used when secrecy of the members' votes is desired. A vote by ballot can be ordered by a majority vote. This method of voting is popular with officer elections.
3. Rising – used in verifying an inconclusive voice vote and in voting on motions requiring a two-thirds vote for adoption. A show of hands is an alternative method that can be used in place of a rising vote in very small assemblies if no member objects. A show of hands is not acceptable when voting on a division of the house.
4. Voice – (viva voce) the normal method of voting on a motion. It cannot be used on any vote which requires a vote other than a majority vote. Before taking the vote the chair should repeat and clearly identify the motion. The form to use when taking a voice vote, after the chair has clearly restated and identified the motion is: "As many as are in favor of say "aye", all those opposed say "no".

Official FFA Ceremonies

Opening & Closing Ceremonies

Refer to Official FFA Manual for proper opening and closing ceremonies.

Uses of the Gavel

The following is an indication of a custom for FFA as codified in the FFA Official Manual for use of the Gavel. RONR only recommends the tapping of the gavel once at adjournment.

- Tap – Sit down, adjourn or after the announcement of a vote or a ruling made by the chairperson
- Taps – Call the meeting to order
- Taps – Stand up
- Several Sharp Taps – Restore order

Discussion

The quality of your discussion is a very important tool in the evaluation of both your officer ratings and your team score. Each discussion can earn you between 0-20 points. The following breakdown will be used:

- 15-20 points – Excellent
- 10-15 points – Good
- 5-10 points – Average
- 0-5 points – Poor

When working on the quality of your discussion you should not concern yourself with trying to receive a discussion rating of excellent. In order for you to receive between 15-20 points you would probably take up too much of the precious time your team will need to complete the entire demonstration. You should concentrate your efforts on discussion that will be worth between 10-15 points. No more than 20 points can be earned on any one debate, no more than 2 debates per member per motion is allowed and only the first 4 debates per member will be scored.

On the score sheet the maximum points that any member of the team can earn is sixty points for their total discussion during the entire demonstration. During the team demonstration you will have time for each member to discuss three times if all discussions are of the 10-15 point range. It is possible for a fourth time if you press it. Remember when you are discussing your motion to keep track of the time factor.

Recognition (obtain the floor)

Anytime a member wishes to get recognition from the chair they should first stand and then address the chair in one of the following ways: “Mr. President”, “Mr. Chairman”, “Madam President” or “Madam Chairman”. Once the chair has granted recognition then they may proceed. The chair should recognize the member by saying, “The chair recognizes John” or “The chair recognizes the Secretary”. The chair may also simply recognize them by stating “John” or “Secretary”.

If more than one member rises, the chair should recognize the member who was the first to

rise; or if both members rise at the same time, it is up to the chair to decide who speaks first. It is proper for the chair to rotate debate from those in favor to those against. If a member makes a motion, he/she in return has the first right to debate.

Rules Governing Debate

The motion must be moved, seconded and the chair must repeat the motion before debate is in order. Once the motion is opened for debate, the mover of the motion has the first right to debate.

You are only allowed to debate a motion twice per day and not more than ten minutes per time, unless the group moves to extend your time of debate. No member can speak for a second time on a motion until everyone who wishes to speak has spoken at least once. All debate should be related to the question at hand. During discussion you should try to refrain from using names when making comments related to what a member had said earlier. You should instead refer to them as the "previous speaker" or "a previous speaker".

Chart of Permissible Motions

STANDARD DESCRIPTIVE CHARACTERISTICS

(See current edition of Robert's Rule of Order, Newly Revised)

Motion Names, Class[1] And Purposes	Interrupt Speaker?	Second Needed?	Debatable?	Amendable?	Vote Needed?
CLASS: Privileged Motions (Deals with special matters of immediate or overriding importance to the business of the assembly)					
Recess (Provides a brief break)	No	Yes	No	Yes[2]	Majority
Raise a Question of Privilege (Asks an urgent question regarding rights and privileges of the assembly.)	Yes	No	No	No	No vote Chair rules
CLASS: Subsidiary Motions (Aids the assembly in handling or disposing of a main motion)					
Previous Question (Closes debate and goes directly to a vote and prevents the making of subsidiary motions listed on this table.)	No	Yes	No	No	Two-thirds

Postpone Definitely (Puts off further consideration of the main motion to a later time, not beyond the next regularly scheduled meeting if within a quarterly interval.)	No	Yes	Yes	Yes	Majority (Two-thirds if made a Special Order)
Commit or Refer (Refers the motion to a committee)	No	Yes	Yes	Yes	Majority
Amend (Proposes to change a motion)	No	Yes	Yes[3]	Yes	Majority
Postpone Indefinitely (Rejects or kills the main motion)	No	Yes	Yes	No	Majority

CLASS: Main Motions (Introduces new business to the assembly)					
Main Motion (Introduce new business to the assembly)	No	Yes	Yes	Yes	Majority
CLASS: Incidental Motions (Related to the pending business and must be decided immediately)					
Parliamentary Inquiry (Allows a member to ask a question related to parliamentary law or the rules of the organization.)	Yes	No	No	No	No vote Chair answers
Division of the Assembly [Requires a standing (rising) vote]	Yes	No	No	No	No vote Demand
Point of Order (Requests that the rules be enforced)	Yes	No	No	No	No vote Chair usually rules[4]

1. Motions that bring a question again before the assembly are not required for this event.
2. Amendable with respect to the length of the recess.
3. Debatable if applied to a debatable motion.
4. Assembly decides by a majority vote if the chair does not want to make a ruling.

Examples of How-to Word Motions

This is NOT meant to serve as a comprehensive list nor a guide of how to exactly/properly word motions. Rather it is some common examples to help teams get started with the basics of parliamentary procedure. The official reference is *Robert's Rules of Order Newly Revised.*

Credit: many forms are based on *Robert's Rules of Order Newly Revised*

Privileged Motions

RECESS

- "I move to recess for (set duration of recess)."
- "I move to recess for (set duration of recess) for informal consultation."

RAISE A QUESTION OF PRIVILEGE

- "I rise to a question of privilege."
- "I rise to a personal question of privilege."
- "I rise to a question of privilege affecting the assembly."

Subsidiary Motions

PREVIOUS QUESTION

- "I move the previous question."
- "I move the previous question on all pending matters."
- "I move that previous question on the motions (list motions)."

POSTPONE TO A CERTAIN TIME (OR DEFINITELY)

- "I move that the motion be postponed to our next regularly scheduled meeting."
- "I move to postpone the motion to our next meeting and be made a special order."

COMMIT OR REFER

- "I move to refer the motion to (special or standing committee), if special- what size of committee, if special- method of appointment, and give the power to (act or report back)."

AMEND

- "I move to amend the motion by (adding, inserting, striking out and inserting, striking out)..."

POSTPONE INDEFINITELY

- "I move to postpone the motion indefinitely."

Main Motion

MAIN MOTION

- "I move that..."

Incidental Motions

POINT OF ORDER

- "I rise to a point of order."

DIVISION OF THE ASSEMBLY

- "Division!"
- "I call for a division!"

PARLIAMENTARY INQUIRY

- "I rise to a parliamentary inquiry."

Example Problem-Set Layout

TOPIC – Fall Carnival

Motion*:** ***"Mr./Madam President. I move that our chapter host a fall carnival.

Assigned Motion	To Be Demonstrated By
Division of the Assembly	**Vice President**
Point of Order	**Secretary**
Recess	**Treasurer**
Commit or Refer	**Reporter**
Main Motion	**Sentinel**

ND FFA Conduct of Chapter Meetings Scorecard

FFA Chapter Name: _____

Participant	Ceremonies 15 pts.	Official Dress 10 pts. *Refer to the most current Official FFA Manual	Required Motion 20 pts each	Discussion 40 Points Max-20 Pts Max Per Disc Excellent: 15- 20 pts., Good: 10-14 pts., Average: 5-9 pts., Poor: 0-4 pts.		Total
1						
2						
3						
4						
5						

	Ceremonies & Official Dress 15 pts.	Ability to Preside	Points	Leadership	Points	
Chair		The ability to preside includes the following being able to state motions correctly, follow rules of debate, keep members informed, put motions to a vote, announce results of vote, use the gavel, and maintain awareness of business on the floor. Excellent: 51-65 pts., Good: 26-50 pts., Poor: 0-25pts.		Leadership is stage presence, poise, self-confidence, politeness, and voice. Tactful, sensitive, firm, understanding, good voice, proper pace. Excellent: 10-15 pts., Good: 6-10 pts., Poor: 0-5 pts.		

	Conclusions- 50 pts.	Points	Team Use of Debate- 50	Points	Team Presence- 50	Points	
Team Effect	The main motion was well analyzed, which may include answering who, what, when, where, why and how.		The degree to which debate was convincing, logical, realistic, orderly, and efficient, germane, and free from repetition.		This includes voice, poise, expression, grammar, gestures, and professionalism. Confidence through a professional demeanor, eye contact, etc.		
Exam	25 questions (1 point per question; 25 points per member; 150 total team points)						
Deductions (List mistakes)							
	Omitting assigned motion: -50 pts.						
	Deductions for Parliamentary Errors: -5 – 20 pts. Per mistake						
Time	Deductions for overtime: -25 pts. for every 30 seconds over 7 minutes						
						Total Deductions:	
						Team Score:	

Ceremonies	One-point deduction per error (adding, deleting and transposition of words or deviation from printed ceremonies) per team member with a maximum deduction equal to the amount available to be earned.

Deductions for Parliamentary Procedure Errors

The table below shows the recommended deductions that judges will use for parliamentary procedure errors. If a parliamentary procedure error is made and a point of order is called at the time of the infraction and promptly ruled on by the chair correctly, points should not be deducted. "Members" are the team members other than the chair.

Note: star ranking system = least amount of deduction to **** = greatest amount of deduction*

Parliamentary Procedure Errors	Severity of Point Deduction	Point Deduction
Violations Related to Using A Motion Improperly		
Postpone Indefinitely (when qualified. e.g., a time is given)		15
Parliamentary Inquiry (when used to ask another member a question)		15
Raise a Question of Privilege (when used to ask a question of another member or ask a question related to parliamentary procedure)		15
Violations Related to The Chair		
Improper use of the gavel		5
Referring to him/herself in the first person (e.g., "I")		5
Failing to announce results of vote		5
Not obtaining a second before stating or putting the motion		10
Not calling for a negative vote		10
Failing to call for debate on a debatable motion		10
Ignoring a member requesting the floor		10
Taking a hand vote after a Division of the Assembly has been called		10
Failing to take a vote on a motion		15
Taking an incorrect vote (e.g., majority when two-thirds required or vice versa)		15
Stating a personal opinion		20
Not giving preference in recognition to maker of motion if he/she has not debated		10
Not giving preference in recognition to member who has not debated		10

Not alternating debate between those opposed and those in favor of a motion (if known)		5
Neglecting to notify members to be seated after taking a standing (rising) vote		5
Arbitrarily stopping debate		10
Not completing all steps in the announcement of the vote.		15
Violations Related to Amendments		
Adding words to middle (instead of end) of motions		5
Striking words that result in incomplete wording for main motion		5
Inserting "not" to make the motion a negatively worded motion		5
Making an amendment that is not germane		10
Amending a non-amendable motion		20
Making a third-degree (tertiary) amendment		20
Violations Related to Motions		
Chair not restating the motion as it was moved by a member		5
Member incorrectly stating a motion (e.g., "I motion that," using incorrect postpone, etc.)		5
Chair restating motion before it receives a second		10
Taking up a motion out of the order of precedence		20
Member calling out "Question" from his/her seat to stop debate		15
Member not including special committee size and method of appointing members when making the motion to Commit or Refer		15
Violations Related to Debate by Members		
Not getting recognized before debating (discussing) a motion		5
Not addressing debate through the chair		5
Addressing other members by name		5
Debating more than two times on a single motion		10
Debating against a motion they moved		10
Debating a non-debatable motion		20
Debate not germane		15
Debating a motion after it is adopted (e.g., debating an amendment after it is adopted while the main motion it is applied to is immediately pending)		15

Agriculture, Food and Natural Resources Content Standards

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
CRP.01.01. Performance Indicator: Model personal responsibility in the workplace and community.		
CRP.01.01.01.a. Define personal responsibility and distinguish how it applies in workplace and community (e.g., make educated choices, listen and follow directions, ask for help when needed, meet expected standards, etc.).	Event exam – Officer responsibilities Event exam – Conduct of meetings Event exam – Parliamentary procedure Demonstration – Chairperson Demonstration – Required motions Demonstration – Debate Demonstration – Opening and closing ceremonies Demonstration – Oral questions	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
CRP.01.01.01.b. Analyze and predict how personal responsibility impacts the workplace and community.	Event exam – Officer responsibilities Event exam – Conduct of meetings Event exam – Parliamentary procedure Demonstration – Chairperson Demonstration – Required motions Demonstration – Debate Demonstration – Opening and closing ceremonies Demonstration – Oral questions	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
CRP.01.01.02.a. Distinguish personal levels of responsibility, which can be applied in the workplace and community.	Event Exam – Officer responsibilities Event Exam – Conduct of meetings Event Exam – Parliamentary procedure Demonstration – Chairperson Demonstration – Required motions Demonstration – Debate Demonstration – Opening and closing ceremonies Demonstration – Oral questions	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
CRP.01.01.02.b. Assess personal level of responsibility and examine opportunities for improvement.	Event Exam – Officer responsibilities Event Exam – Conduct of meetings Event Exam – Parliamentary procedure Demonstration – Chairperson Demonstration – Required motions Demonstration – Debate Demonstration – Opening and closing ceremonies Demonstration – Oral questions	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
CRP.01.01.02.c. Model personal responsibility in workplace and community situations.	Demonstration – Chairperson Demonstration – Required motions Demonstration – Debate Demonstration – Opening and closing ceremonies Demonstration – Oral questions	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
CRP.01.02 Performance Indicator: Evaluate and consider the near-term and long-term impacts of personal and professional decisions on employers and community before taking action.		
CRP.01.02.01.a. Classify the near- and long-term impacts of personal decisions on self and others (e.g., decisions involving health, relationships, money, perceptions, education, etc.).	Demonstration – Chairperson Demonstration – Required motions Demonstration – Debate	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
CRP.01.03. Performance Indicator: Identify and act upon opportunities for professional and civic service at work and in the community.		
CRP.01.03.02.a. Identify civic service opportunities in workplaces and the community (e.g., organizations, fundraising, etc.).	Demonstration – Debate	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
CRP.01.03.02.b. Assess available civic service opportunities at workplaces and in the community (e.g., community events, attend meetings, etc.).	Demonstration – Debate	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
CRP.02.01. Performance Indicator: Use strategic thinking to connect and apply academic learning, knowledge and skills to solve problems in the workplace and community.		
CRP.02.01.01.b. Assess workplace problems and identify the most appropriate academic knowledge and skills to apply.	Demonstration – Chairperson Demonstration – Required motions Demonstration – Debate	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
CRP.02.01.01.c. Apply academic knowledge and skills to solve problems in the workplace and reflect upon the results achieved.	Demonstration – Chairperson Demonstration – Required motions Demonstration – Debate	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
CRP.02.01.02.b. Assess community problems and identify the most appropriate academic knowledge and skills to apply.	Demonstration – Chairperson Demonstration – Required motions Demonstration – Debate	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
CRP.02.01.02.c. Apply academic knowledge and skills to solve problems in the community and reflect upon results achieved.	Demonstration – Chairperson Demonstration – Required motions Demonstration – Debate	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
CRP.02.02. Performance Indicator: Use strategic thinking to connect and apply technical concepts to solve problems in the workplace and community.		
CRP.02.02.01.c. Apply technical concepts to solve problems in the workplace and reflect upon the results achieved.	Demonstration – Chairperson Demonstration – Required motions Demonstration – Debate Demonstration – Oral questions	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
CRP.02.02.02.c. Apply technical concepts to solve problems in the community and reflect upon results achieved.	Demonstration – Chairperson Demonstration – Required motions Demonstration – Debate Demonstration – Oral questions	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
CRP.04.01. Performance Indicator: Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.		
CRP.04.01.01.b. Analyze use of verbal and non-verbal communication strategies in workplace situations.	Demonstration – Chairperson Demonstration – Debate Demonstration – Oral questions	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
CRP.04.01.02.b. Apply strategies for speaking with clarity, logic, purpose and professionalism in a variety of situations in formal and informal settings.	Demonstration – Chairperson Demonstration – Debate Demonstration – Oral questions	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
CRP.04.03. Performance Indicator: Model active listening strategies when interacting with others in formal and informal settings.		
CRP.04.03.01.b. Apply active listening strategies (e.g., be attentive, observe non-verbal cues, ask clarifying questions, etc.).	Demonstration – Chairperson Demonstration – Debate Demonstration – Opening and closing ceremonies Demonstration – Oral questions	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
CRP.04.03.02.c. Model active listening strategies in formal and informal settings.	Demonstration – Chairperson Demonstration – Opening and closing ceremonies Demonstration – Oral questions	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
CRP.05.01. Performance Indicator: Assess, identify and synthesize the information and resources needed to make decisions that positively impact the workplace and community.		
CRP.05.01.01.b. Analyze how the process of decision making is used in workplace and community situations.	Event Exam – Officer responsibilities Event Exam – Conduct of meetings Event Exam – Parliamentary procedure Demonstration – Chairperson Demonstration – Required motions Demonstration – Debate Demonstration – Opening and closing ceremonies Demonstration – Oral questions	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
CRP.05.01.03.c. Synthesize information and resources and apply to workplace and community situations to make positive decisions.	Demonstration – Chairperson Demonstration – Required motions Demonstration – Debate Demonstration – Oral questions	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
CRP.06.01. Performance Indicator: Synthesize information, knowledge and experience to generate original ideas and challenge assumptions in the workplace and community.		
CRP.06.01.b. Synthesize information, knowledge and experience to generate ideas for workplace and community situations.	Demonstration – Chairperson Demonstration – Required Motions Demonstration – Debate	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
CRP.06.03. Performance Indicator: Create and execute a plan of action to act upon new ideas and introduce innovations to workplace and community organizations.		
CRP.06.03.01.b. Assess and communicate the risks and benefits of applying new ideas and innovations to the workplace and community.	Demonstration – Required motions Demonstration – Debate	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
CRP.06.03.02.a. Identify individuals and organizations (i.e., stakeholders) that need to provide input and feedback on new ideas or innovation prior to implementation in the workplace or community.	Demonstration – Required motions Demonstration – Debate	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
CRP.08.01. Performance Indicator: Apply reason and logic to evaluate workplace and community situations from multiple perspectives.		
CRP.08.01.01.b. Apply steps for critical thinking to a variety of workplace and community situations.	Event Exam – Officer responsibilities Event Exam – Conduct of meetings Event Exam – Parliamentary procedure Demonstration – Chairperson Demonstration – Required motions Demonstration – Debate Demonstration – Opening and closing ceremonies Demonstration – Oral questions	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
CRP.08.01.02.a. Examine and identify opportunities to apply reason, logic and multiple perspectives to solve problems in workplace and community situations.	Event Exam – Officer responsibilities Event Exam – Conduct of meetings Event Exam – Parliamentary procedure Demonstration – Chairperson Demonstration – Required motions Demonstration – Debate Demonstration – Opening and closing ceremonies Demonstration – Oral questions	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
CRP.08.02. Performance Indicator: Investigate, prioritize and select solutions to solve problems in the workplace and community.		
CRP.08.02.02.b. Apply decisions-making processes to generate possible solutions to solve workplace and community problems.	Event Exam – Parliamentary procedure Demonstration – Debate Demonstration – Oral questions	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
CRP.08.03. Performance Indicator: Establish plans to solve workplace and community problems and execute them with resiliency.		
CRP.08.03.02.a. Identify and analyze the elements of a plan for solving workplace and community problems (e.g., budget, timeline, etc.).	Demonstration – Debate	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
CRP.09.01. Performance Indicator: Model characteristics of ethical and effective leaders in the workplace and community (e.g. integrity, self-awareness, self-regulation, etc.).		
CRP.09.01.02.c. Model characteristics and actions of ethical and effective leaders in workplace and community situations (e.g., integrity, self-awareness, etc.).	Demonstration – Chairperson Demonstration – Debate	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
CRP.09.02. Performance Indicator: Implement personal management skills to function effectively and efficiently in the workplace (e.g., time management, planning, prioritizing, etc.).		
CRP.09.02.02.a. Examine personal management skills (e.g., time management, prioritizing, setting goals, etc.) that are individually implemented and demonstrated in workplace and community.	Event Exam – Officer responsibilities Event Exam – Conduct of meetings Event Exam – Parliamentary procedure Demonstration – Chairperson Demonstration – Required motions Demonstration – Debate Demonstration – Opening and closing ceremonies Demonstration – Oral questions	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
CRP.12.01. Performance Indicator: Contribute to team-oriented projects and build consensus to accomplish results using cultural global competence in the workplace and community.		
CRP.12.01.02.b. Apply consensus building techniques to accomplish results in team-oriented situations.	Demonstration – Chairperson Demonstration – Debate	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
CRP.12.02. Performance Indicator: Create and implement strategies to engage team members to work toward team and organizational goals in a variety of workplace and community situations (e.g., meetings, presentations, etc.).		
CRP.12.02.02.b. Select strategies to engage team members and apply in a variety of situations.	Demonstration – Chairperson Demonstration – Required motions Demonstration – Debate	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6