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Conduct of Meetings Handbook

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Conduct of meeting student and teacher handbook

by

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A creative component submitted to the graduate faculty
in partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE

Major: Agriculture Education

Program of Study Committee:
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The student author, whose presentation of the scholarship herein was approved by the program of study committee, is solely responsible for the content of this creative component. The Graduate College will ensure this creative component is globally accessible and will not permit alterations after a degree is conferred.

Iowa State University

Ames, Iowa

2019

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ABSTRACT

Conduct of Meetings is a contest that is commonly participated in by freshman or sophomores in high school. It is a contest that is very similar to parliamentary procedure but has very different rules. The problem with this contest is there are not a lot of practice materials available to the teacher trying to coach the team and the students trying to learn. The rules for this contest are not very descriptive and leave a lot of questions if read by a person that does not understand the contest. Throughout my time teaching this contest has been a popular one among my students but something I struggled coaching them in because of the lack of material. By talking with students and teachers, learning the contest, and doing research about the contest I created a conduct of meetings handbook to be used by students and teachers to train and learn from. This handbook includes the contest rules, standards met teaching the contest, how to set the meeting room up, opening/closing ceremonies, scripts of the abilities to be presented, questions that could be asked divided up by general questions and officer specific questions, practice abilities/items of business, and then the answers to those questions. It was set up specifically for the way that the Conduct of Meetings contest flows.

Chapter 1 Introduction

Introduction

Coming from another state the conduct of meeting contest threw me for a loop my first year as we did not have this contest in Illinois. When it was time for me to decide what I wanted to do for a creative component project I knew I wanted to make a handbook for the Career Development Event, Conduct of Meetings. I wanted this handbook to be beneficial for teachers as well as the students that are preparing for the event. Since this was my mission, I talked with several of my students that had participated in the class as well as other Agriculture Educators to determine what should be included.

Purpose and Objectives

- Create a workbook which allows FFA members participating in this Career Development Event (CDE) to gain a better understand of how it is ran.
- Establish workbook that allows teachers to train/educate students for this CDE while providing them resources.
- Provide enough information to train students on the Sub-District, District, and State level.

Need

As previously mentioned, I grew up in the state of Illinois so when I started teaching, I was unaware of what this contest was, however, I had a group of students that were interested in participating in the event. As any teacher/advisor would I began to try and find resources that I thought would help the students learn the contest but also help me learn what I needed to be teaching them. While trying to find pieces of information that would help students, I ran into the problem of being able to find limited resources. I needed something that laid the contest out for

me so that I could get an idea of how the contest was ran without ever seeing how it was ran. I did not have too much trouble finding the questions to ask my students it was the remainder of the stuff that was a challenge for me. As I was talking to some teachers that had been in the profession longer than I have I realized that it was not that I couldn't find them it was that the resources were not there.

Chapter 2 Literature Review

If you were to talk to high school teachers and employers one of the biggest things that high school students lack is the soft skills. These are the skills that are harder to teach than math or reading or writing. According to the case study Learning, Motivation, and Performance Strategies for Teaching and Coaching CDE Teams “Career Development Events (CDEs), which allow students to develop career related and problem-solving skills through competitive events” (Ball ,2016). Career Development events are a critical part of FFA as they can help students gain these problem-solving skills while giving them the opportunity to show what they have been working so hard to learn. Since this leadership CDEs do not ask typical yes/no questions they force students to think and make the best decision they think is possible.

Leaderships CDEs provide many positives for students and teachers work hard to find the event that fits each student’s needs. With agriculture education becoming more diverse, in both ethnicity and home life, teachers are having to change the way they are recruiting students to participate in different events and activities. According to the article ‘Motivating Agriculture Students to Participate in Career Development Events,’ “Four studies have investigated the specific coaching, teaching, or preparation strategies agriculture teachers utilize to influence student performance in CDEs. First, it was determined teachers use: (a) tradition and success of the chapter, (b) opportunities for students to compete, (c) life skill development, (d) opportunities for fun, (e) active recruitment, and (f) CDEs integration as strategies for CDE coaching” (Russell et al. 2009). A variety of ways teachers can get students to be involved within the leadership events, but the hardest part is finding ways to motivating students to work hard towards being successful. Bowling and Torres (2010) shared in the article ‘Frequency of Coaching Behaviors used by Agricultural Teachers in Relation to the State Floriculture Career Development Event

Team Rank' that the top five coaching behaviors used by Floriculture CDE coaches were friendship, confidence, enthusiasm, team spirit, and cooperation (Bowling, 2010). Friendship, confidence, enthusiasm, team spirit, and cooperation are great behaviors that are a sure way to get the students interested in the contest and help them be motivated to do well within the event. These behaviors are going to be well perceived by all students no matter what the contest is or what the student's background might be.

CDE's have a reputation of being helpful to students in all areas, not only the skills a student is learning for a specific contest, but also the teacher tries their best to find materials which will help the student with what they need to learn. "Given the perceived benefits of participating in CDEs as indicated by the research, it is no wonder that research in CDEs has also indicated a high degree of teacher stress and need for teacher professional development in CDE preparation" (Ball, 2016). "Experienced teachers spend more time on CDE preparation than first year teachers or student teachers and research indicates that providing time management workshops or professional development could help decrease teacher stress and increase preparation time" (Torres et al., 2008). "First-year teaching is a difficult challenge. Equally challenging is figuring out ways to support and assist beginning teachers as they enter the profession" (Moir, 1990). This was stated in an article written in 1990, which means the stress level will have increased with the way that our society is today. "Elementary and secondary teaching involves intensive interaction with youngsters, the work of teachers is largely done in isolation from colleagues. This can be especially difficult for new entrants who, upon accepting a teaching position in a school, are often left on their own to succeed or fail within the confines of their own classrooms" (Ingersoll, 2004). The fact that new teachers feel isolated and alone in this profession is enough to create something to help them feel successful. It is important for

teachers to feel successful in their career and want to continue in the profession. Any helpful tools which are provided to first year teachers are greatly appreciated because this is one less thing which they need to find time to complete. As for experienced teachers they have more of a handle on their classes but do take time to change things up. Since they do not need to create everything from scratch, they have more time to find different resources for CDE events. This handbook is still created for them to have a base to work off before finding more advanced resources. Teaching is stressful enough and there are so many things that FFA Advisors must take care of if I could create something to take some of the stress off, I consider that a success.

Chapter 3 Methods and Procedures

In designing this handbook, I knew I wanted to have the contest rules included in the handbook. I obtained them from the Iowa FFA website since they guide the overall contest. I believe the rules are very confusing to read and do not provide a good picture of what the contest is about or how it is set up which is why I have included additional illustrations in the handbook.

An illustration includes how the meeting room is set up. I created a diagram to provide students and teachers a visual of how the room would be set up. In addition, details were provided about what officer is stationed at what spot. This is especially important for the student who is the sentinel to understand the room which can be changed based on how the chairperson sets it up. One rule I highlighted in this section which is often overlooked is the sentinel being able to ask what is the front of the room. This is very important for student to ask to ensure they are not setting the room up backwards. This is an area I also include in the different “pointers” for the sentinel that are not listed in the rules. I included this part for the teachers who may not have experience the contest before so they can help their students succeed in the contest.

The rest of the handbook is based on how the contest flows. I included opening and closing ceremonies as a reference handout. Most advisors know opening and closing ceremonies, but it is nice to have a printed version in the handbook that is being given to have students study from. In this event opening ceremonies are changed for the purpose of the contest, which is reflected in this document. In addition, a script is included for the abilities that could be asked to be presented by the students. The script is generic one that covers the basis of what needs to be said. There are a variety of ways to say different items throughout each ability, but this gives students and teachers a basis of what to go off.

Within the handbook questions were included that the students could be asked. I started out by listing several different general questions that could be asked of the students. The questions could include basic FFA knowledge questions or officer specific questions. Within the questions section I included that if a certain student is asked to answer the question others can speak up at the end of the answer to add more or correct the previous answer given. This is an important part to include because a student may not go into enough detail or get the question mixed up resulting in not providing a correct answer.

Chapter 4 Product

Iowa FFA
Conduct of Meetings Handbook

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2019 Creative Component

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Contest Rules

These rules were borrowed from the Official Iowa FFA Conduct of Meetings event rules. A full list of rules, resource, and eligibility can be found in the complete Iowa FFA Conduct of Meetings rule book or from the National FFA Organization.

The rules governing Sub-District, District and State events, in addition to general rules for all Leadership CDEs, are as follows:

1. Each team will be composed of seven (7) active members who may **NOT** be past their **sophomore** year in high school. Each team will be organized so that they will have representatives acting as:

President	Reporter
Vice President	Sentinel
Secretary	Advisors
Treasurer	

2. The seventh (7th) member will take the part of Chapter Advisor. This member shall accept the role of the Chapter Advisor in an official FFA meeting and will participate in the discussion as an Advisor.

3. Upon entering the room the Sentinel will be required to arrange the paraphernalia/equipment for the meeting according to the Official FFA Manual. This will be done before other team members proceed to their stations. The Sentinel shall not move or rearrange the tables in the room. The event chairperson will designate the front of the room to the Sentinel.

4. The team members will open the meeting demonstration with the Official Opening Ceremony as printed in the edition of the Official FFA Manual for the previous school year, will conduct a short demonstration of the two parliamentary procedure abilities and close the meeting with the Official Closing Ceremony.

5. The demonstration of parliamentary procedure abilities should be limited to the abilities that are assigned. Demonstration of additional abilities will be viewed as a distraction. The “Knowledge of Correct Parliamentary Procedure” will be evaluated by the judges as follows:

- A. First preference to teams that accurately demonstrate the assigned abilities without error.
- B. Next preference to teams that demonstrate the assigned abilities, with errors, but proper corrective action was used (example: rise to a point of order).
- C. Last preference to teams that unnecessarily added abilities beyond the assigned abilities

6. Each team will be asked to demonstrate two (2) of the following abilities:

- To receive and dispose of a main motion
- To amend a motion

To rise to a point of order
To refer to a committee
Table a motion

7. The State event may also include the following abilities in addition to the five listed above

Take a motion from the table
To reconsider a motion
To suspend the rules

8. No props are allowed during the event.

9 The Secretary of each team upon entering the room will pick up two (2) abilities from the table near the door. Included also will be the items of business to demonstrate. **The section of the Opening Ceremony pertaining to the roll call of members will be omitted.** Failure to complete these tasks will result in point deductions. The team will determine the most businesslike method for the presentation of the different abilities

10. Following the demonstration and questioning period, the Secretary will return the list of abilities and items of business to the table by the door. Also, the Sentinel will return the paraphernalia/equipment to the storage table following the questioning period. Points will be deducted if this rule is not followed according to the scoring rubric found in the Scoring Rubrics/Judging Sheets section of this document for this event.

11. The time for each demonstration will be ten (10) minutes with a warning given after eight (8) minutes have elapsed. The timekeeper will hold up a card with an eight (8) on it. Points will be deducted for presentations exceeding ten (10) minutes (0.1 point per second overtime). Time will start at the rap of the gavel by the team's President.

12. At the conclusion of the demonstration, the event chairperson will read five (5) questions, without explanation, to each team. Any team member may respond; however, maximum points can only be awarded for team participation. If more than one team member wishes to respond to a specific question, the judges will designate which member to answer first. The previous year's Official FFA Manual and/or the latest edition of the FFA Student Handbook shall be the reference source for questions. If there is a discrepancy between the two references, the Official FFA Manual shall take precedence.

13. In the Sub-District event, the judges will designate the two (2) highest chapter teams to compete in the District event. In each District, the judges will designate the two (2) highest chapter teams to compete in the State event. The judges at both the Sub-District and District levels shall name an alternate team. The judges at the state level shall rank the top three (3) teams. The top team will compete in the National event.

14. There shall be no participation by the audience.

Standards Related to Contest

The standards are listed below and do not include the indicators that are shown throughout the conduct of meetings contest. The standards were also Official Iowa FFA Conduct of Meetings event rules.

Standards

CRP.01. *Standard:* Act as a responsible and contributing citizen and employee.

CRP.02. *Standard:* Apply appropriate academic and technical skills.

CRP.04. *Standard:* Communicate clearly, effectively and with reason.

CRP.05. *Standard:* Consider the environmental, social and economic impacts of decisions.

CRP.06. *Standard:* Demonstrate creativity and innovation.

CRP.07. *Standard:* Employ valid and reliable research strategies.

CRP.08. *Standard:* Utilize critical thinking to make sense of problems and persevere in solving them.

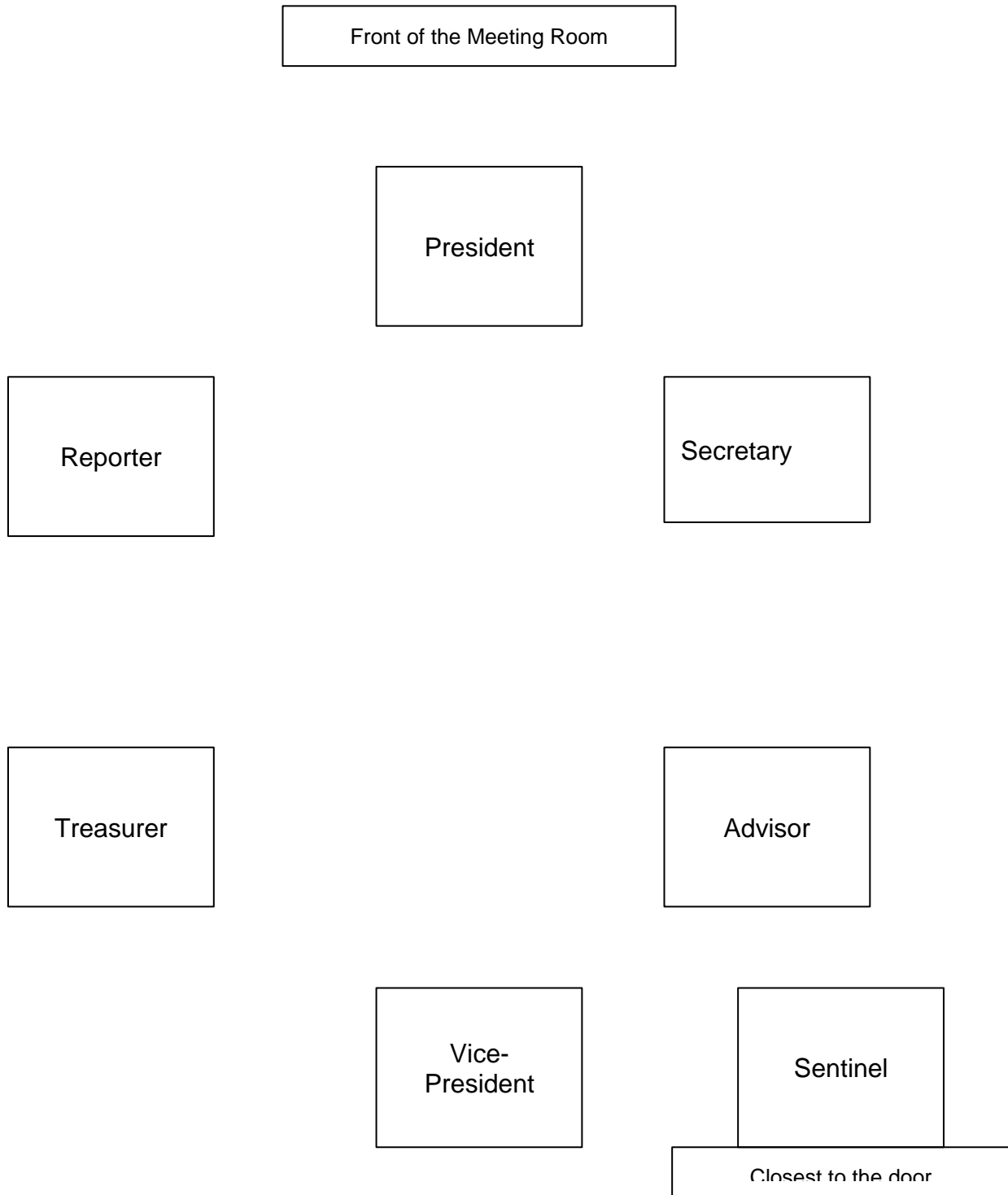
CRP.09. *Standard:* Model integrity, ethical leadership and effective management.

CRP.10. *Standard:* Plan education and career path aligned to personal goals.

CRP.11. *Standard:* Use technology to enhance productivity.

CRP.12. *Standard:* Work productively in teams while using cultural/global competence.

Setting Up the Meeting Room



Setting Up the Meeting Room

The first step in having a successful meeting is being well prepared. To be prepared the room should be set up like the diagram pictured above. Each room is different, so it is imperative for the students, especially the sentinel, to know the places of each officer instead of just where they sit based on the room that they practice are in. **It is also allowed for the sentinel to ask the people in the room what is the front of the room before setting it up.**

The National FFA Official Manual lists the officers and where they are stationed as the following: President-Rising Sun, Vice President- Plow, Secretary-Ear of Corn, Reporter- Flag, Treasurer- Emblem of Washington, Sentinel-Shield of Friendship, and Advisor- Owl.

Webster dictionary defines stationed as the place or position in which something or someone stands. This definition is helpful to know when the sentinel learns how to set up the room. It was previously mentioned where each officer is stationed by. That means when the sentinel is setting up the room, he/she puts the plaques with the correct image or word at the seat that the officer will be sitting.

Once the plaques are placed where they should be it is helpful for the sentinel to pull the chairs out slightly. This is important so that the members can stand up and sit down quickly without having to push their chairs in or push them out causing distraction throughout their presentation.

After their last ability has been demonstrated and closing ceremonies are done the president then tells the judges that they are ready for questions. The judges may ask a certain person a question, but anyone can add on to the question after the original person answered by stepping forward and saying, "I would like to add to that" This is useful if the first person did not go into enough detail or answered the questions wrong.

Opening Ceremonies

After the sentinel has set the room up, he/she will go back out into the hallway to open the door for the remaining members. As the secretary enters the room, he/she will pick up the items of business that will be discussed during the contract of meetings contest on the way to his/her station. If the secretary does not pick up the items of business points are deducted. During opening ceremonies, the Secretary will omit calling the role of members If the Secretary continues with calling the role of members your team will lose points.

The following opening ceremony script has been taken from the Official FFA Handbook.

(When the time set for the opening of the meeting arrives, the president after quietly arranging for any necessary officer substitutions, rises, raps for attention, secures order, and proceeds as indicated below. The other officers rise as called upon by the vice-president and remain standing until seated by the president.)

PRESIDENT: The meeting room will come to order. We are now holding a meeting of the _____ FFA Chapter.

Mister/Madame Vice President, are all officers at their stations?

VICE-PRESIDENT: I shall call the roll of officers, determine if they are at their stations and report back to you Mister/Madame President.

VICE-PRESIDENT: The Sentinel?

SENTINEL: Stationed by the door.

VICE-PRESIDENT: Your duties there?

SENTINEL: Through this door pass many friends of the FFA. It is my duty to see that the door is always open to our friends and that they are welcome. I care for the meeting room and paraphernalia. I strive to keep the room comfortable and assist the president in maintaining order.

VICE-PRESIDENT: The Reporter.

REPORTER: The reporter is stationed by the flag.

VICE-PRESIDENT: Why by the flag?

REPORTER: As the flag covers the United States of America, so I strive to inform the people in order that every man, woman and child may know that the FFA is a national organization that reaches from the state of Alaska to Virgin Islands and from the state of Maine to Hawaii.

VICE-PRESIDENT: The treasurer.

TREASURER: Stationed at the emblem of Washington.

VICE-PRESIDENT: Your duties there?

TREASURER: I keep a record of receipts and disbursements just as Washington kept his farm accounts-carefully and accurately. I encourage thrift among the members and strive to build up our financial standing through savings and investments. George Washington was better able to serve his country because he was financially independent.

VICE-PRESIDENT: The secretary.

SECRETARY: Stationed by the ear of corn.

VICE-PRESIDENT: Your duties there?

SECRETARY: I keep an accurate record of all meetings and correspond with other secretaries wherever corn is grown and FFA members meet.

VICE-PRESIDENT: The advisor

ADVISOR: Here by the owl.

VICE-PRESIDENT: Why stationed by the owl?

ADVISOR: The owl is a time-honored emblem of knowledge and wisdom. Being older than the rest of you I am asked to advise you from time to time as the need arises. I hope that my advice will always be based on true knowledge and ripened with wisdom.

ADVISOR: Madame Vice President, why do you keep a plow at your station?

VICE-PRESIDENT: The plow is the symbol of labor and tillage of the soil. Without labor, neither knowledge nor wisdom can accomplish much. My duties always require me to assist in directing the work of our organization. I preside over meetings in the absence of our president, whose place is beneath the rising sun.

ADVISOR: Why is the president so stationed?

VICE-PRESIDENT: The rising sun is the token of a new era in agriculture. If we will follow the leadership of our president, we shall be led out of the darkness of selfishness and into the glorious sunlight of brotherhood and cooperation. Mister/Madam President, all officers are at their stations.

PRESIDENT: Thank you Mister/Madame Vice President. (tap gavel once) FFA members why are we here? (tap gavel three times)

ALL MEMBERS IN UNISON: To practice brotherhood, honor agricultural opportunities and responsibilities and develop those qualities of leadership which an FFA member should possess. (tap gavel once)

PRESIDENT: May we accomplish our purposes. I now declare this meeting of the _____ FFA Chapter duly open for the transaction of business, or attention to any matters which may properly be presented.

(Proceed with the regular order of business.)

Closing Ceremonies

President: "Mr./Mdm. Secretary, do you have a record of any further business which should now be transacted?"

Secretary: *(Rises, replies and is seated.)* "I have none, Mr./Mdm. President."

President: "Does any member know of any new or unfinished business which should properly come before this meeting?" *(If none, proceed)*

"We are about to adjourn this meeting of the _____ FFA Chapter. As we mingle with others, let us be diligent in labor, just in our dealings, courteous to everyone, and, above all, honest and fair in the game of life. Fellow members and guest, join me in a salute to our flag."

(Taps three times with the gavel to call all members to stand, face the flag, at the reporter's station and with their right hand over their hearts, repeat the following pledge.)

All in Unison: "I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all."

President: "I now declare this meeting adjourned." *(One tap of the gavel)*

One Member (Usually President): Judges we are now ready for questions.

Script of Skills to Be Presented

Following Opening Ceremonies

President: Mr./Madam. Secretary

What is our first item of business and ability?

Secretary: Mr./Madam. President: Our first item of business and ability is...

President: Thank you Mr./Madam. Secretary

Our first item of business is _____ and our first/second ability is to _____.

What is the pleasure of the group?

******* After first ability has been presented*******

President: Mr./Madam. Secretary

What is our second item of business and ability?

Secretary: Mr./Madam. President: Our second item of business and ability is...

President: Thank you Mr./Madam. Secretary

Our second item of business is _____ and our first/second ability is to _____.

What is the pleasure of the group?

Receive and Dispose a Main Motion

President: Mr./Madam Secretary what is our next item of business?

Secretary: Our next item of business is _____

Our next item of business is _____, what is the pleasure of the group?

FFA Member: I move _____

2nd FFA Member: I second

President: It has been properly moved and seconded to (repeat motion). Is there any discussion?

Members: Discuss

President: Is there any further discussion? Discussion? Discussion? Seeing none we will now proceed to vote. All in favor of _____ Signify by saying _____

All opposed _____

Amend a Motion

Item of business is presented to the president as usual, and the president restates the item of business.

President: What is the pleasure of the group?

Member: Mr./Madam President, I move to (Whatever the motion is) _____

Another Member: Second

President: It has been properly moved and seconded to (repeat motion), is there any discussion?

Members: Discuss original motion, come up with a reason the wording needs to be changed.

Member: Mr./Madam President, I move to strike out/add to/insert/etc. the word _____ and insert the word _____”

Another Member: Second

President: It has been properly moved and seconded that we amend the motion by striking out the word _____ and inserting the word _____
Is there any discussion?

The discussion should be about the word change whether it is good or bad, because the members will vote on the amending of the motion.

Members: Discuss

President: Is there any further discussion...discussion...discussion.... Seeing no further discussion, we will now proceed to vote on amending the motion, so it now reads: (state the motion how it is being amended)

President: All in favor signify by _____ opposed same sign. Motion (passes or is defeated). (taps gavel!)

Now members need to discuss the new motion (which is now the main motion) and vote on that.

President: Is there any discussion on the amended motion?

Members: discuss

President: Is there any further discussion.... Discussion..... discussion... seeing now when will now proceed to vote.

President: All in favor signify by _____, opposed same sign. Motion (passes or is defeated). (tap gavel!)

Refer to a committee

Have the item of business presented motioned and seconded, during discussion members realize that they do not have enough information or data about the motion. Because of this a member during the discussion of the motion would say:

Member: Mr./Madam President, I move to refer this to a committee of three to be appointed by the president and to report at our next meeting.

Another Member: Second

President: It has been properly moved and seconded that the main motion be referred to a committee of three appointed by the chair and that they report back at the next regular meeting. Is there any discussion?

Members: Discuss

President: Is there any other discussion... discussion.... discussion. (call it to vote, after it is passed recognize the committee members you choose.)

President: (call three members names to be on the committee), _____, _____, and _____ would you be willing to serve on the committee? (members say yes)

Rise to the Point of Order

President present the item of business as usual

President: What is the pleasure of the group?

Member: (stands up and speaks before being recognized by the chair or even before a motion has been stated) member says, I am not in favor of this.....

Another Member: Mr./Madam President, (recognize this member), I rise to the point of order.

President: State your point

Member that rose to the point of order: _____ spoke without being recognized first and discussion is not allowed since there has not been a motion.

President: Your point is well taken _____ (*say name of member that interrupted*) _____ please wait to be recognized before speaking and a motion must be presented and seconded before discussion can occur.

Finish motion has usual

*******This can be used for anything that is done out of order or goes wrong within the contest*******

Table a Motion

Item of business is presented like usual

President: What is the pleasure of the group?

Member: States motion

Another Member: Second

President: Is there any discussion?

Members: Discuss, then determine the motion should be talked about or voted on at the next meeting.

Member: Mr./Madam President, I move to lay this motion on the table

Member: Second

President: Is there any discussion?

Members: Discuss

Vote on it

Motion Demonstrated

Questions

General

- 1) What are the 3 integral parts of the FFA?
- 2) What is an SAE and what does it stand for?
- 3) What is the Chapters POA?
- 4) What is the FFA Motto?
- 5) What are the ten essentials for a successful chapter?
- 6) What is considered official chapter equipment?
- 7) What are the five symbols on the FFA emblem, and what do they symbolize?
- 8) What are the Official FFA Colors?
- 9) What is the FFA Salute?
- 10) How many kinds of FFA membership are there and what are they?
- 11) What are the general duties expected of all Chapter Officers?
- 12) What is the Order of Business of a meeting?
- 13) What three medals may only be worn on the FFA jacket?
- 14) What are two ways that new items of business are introduced at chapter meetings?
- 15) What are two types of committee reports that can be presented at chapter meetings?
- 16) What is unfinished business?
- 17) What are two sources a chapter can use for reading and learning parliamentary Procedure?

President

- 1) What are the four duties required of the President?

- 2) When would the presiding officer use three taps of the gavel?

- 3) When would the presiding officer use one tap of the gavel?

- 4) When would the presiding officer use two taps of the gavel?

- 5) When would the presiding officer use a series of short taps of the gavel?

- 6) What three things does parliamentary procedure ensure?

- 7) Who is stationed by the rising sun?

Secretary

- 1) Name three of the four items that the Secretary should have on hand at each meeting.

- 2) What is the FFA Organization Structure

- 3) What are the five degrees the FFA can bestow upon a member?

- 4) What three medals may only be worn on the FFA jacket?

- 5) Name four of the eight items of Official Chapter Equipment.

Reporter

1) When the American Flag is displayed either horizontally or vertically against a wall, in what corner are the stars?

2) Which officer serves as the chairperson of the Public Relations Committee?

3) Where is the Reporter stationed?

4) What is the mission statement of the FFA?

5) What are the responsibilities of the Reporter?

Advisor

1) What are the duties of the Advisor?

2) What are the parts of the “Three Circle Model” of agricultural education?

3) Name other officers a chapter might elect?

4) Where is the advisor stationed?

5) What are the four types of SAE programs a member can have?

Abilities and Items of Business Practice

Ability: To receive and dispose of a main motion.

Business: Host a faculty breakfast.

Ability: To rise to a point of order.

Business: Purchase a digital camera.

Ability: Receive and dispose of a main motion.

Business: Purchase an iPad for the classroom.

Ability: To table a motion.

Business: Host an antique tractor pull.

Ability: To refer to a committee.

Business: Plant flowers in the city park.

Ability: To rise to a point of order.

Business: Rent 10 acres for a test plot.

Ability: Amend a motion

Business: Build a new storage shed

Ability: Rise to a Point of Order

Business: Develop a new Display Board

Ability: Refer to a committee

Business: Visit a local meat processing plant

Ability: Rise to a Point of Order

Business: Organize a fishing trip to Canada

Ability: Amend a Motion

Business: Host a chapter agriscience fair

Ability: Receive and Dispose a Motion

Business: Sponsor a trip to the World Food Prize Symposium

Ability: Table a Motion

Business: Sponsor a Community Cleanup Day

Ability: Refer to a committee

Business: 5K run/walk for members

Ability: Table a motion

Business: Collect food for the local food pantry

Ability: Refer to a committee

Business: Conduct a chapter SAE tour

Ability: Receive and dispose a motion

Business: Attend a Farm Machinery show as a chapter

Ability: Rise to a Point of Order

Business: Purchase a vehicle to transport members to contests

Ability: Amend at motion

Business: Plan a snowball fight

Ability: Table a motion

Business: Plan a wrestling tournament

Ability: Build a snowman

Business: Refer to a committee

Ability: Receive and dispose Main Motion

Business: Plan a street sweep

Ability: Refer to a Committee

Business: Take a tour to the summit of Mount Everest

Ability: Amend a Motion

Business: Host an FFA Talent Show

Ability: Rise to a Point of Order

Business: Plan a community bowling tournament

Ability: Refer to a committee

Business: Raise money for breast cancer research

Ability: Receive and Dispose a Motion

Business: Plant Trees in City Park

Ability: Table a Motion

Business: Build birdhouses for the retirement home

Ability: Amend a Motion

Business: Assemble an FFA Time Capsule

Ability: Rise to a Point of Order

Business: Make homemade ice cream with the Middle School Students

Ability: Refer to a committee

Business: Build a sandcastle with the elementary students

Ability: Amend a Motion

Business: Run a Food Drive

Ability: Table a Motion

Business: Hold a Greenhand Initiation Banquet

Ability: Receive and Dispose a Main Motion

Business: Purchase FFA Hats for the Officer Team

Ability: Refer to a Committee

Business: Conduct an After-School Tutoring Program for FFA Members

Ability: Amend a Motion

Business: Send 5 students to National Convention

Ability: Table a Motion

Business: Host a Chapter Christmas Party

Ability: Rise to a Point of Order

Business: Go on a Campus tour at State Convention

Answers to Questions

General

- 1) Classroom/Laboratory, FFA, SAE
- 2) Supervised Agricultural Experience, an individual project that a student keeps records on.
- 3) Program of Activities, it is an outline of what the chapter will be doing throughout the year
- 4) Learning to Do, Doing to Learn, Earning to Live, Living to Serve.
- 5) FFA Knowledge, Diversity of Membership, All Members Share Responsibilities
Capable Officers, Challenging Program of Activities (POA), Workable Constitution and Bylaws,
Proper Equipment and Records, Well-planned, regularly held Chapter Meetings, Adequate
Financing, School and Community Support
- 6) 1 FFA felt banner, Officer Symbols, 1 FFA Chapter Book, 1 Reporter's computer solution, 1
Scrapbook, FFA Official Manuals, Official FFA flag, 1 gavel and block
- 7) Cross Section of Ear of Corn-unity, Rising Sun- progress, Plow-labor and tillage of soil
(backbone of ag), Eagle-reminder of freedom, Owl-Knowledge required to be successful words
Agricultural Education FFA-learning and leadership
- 8) Corn Gold and National Blue
- 9) Pledge of Allegiance
- 10) Four, Active- High school/middle school members, Honorary- outstanding service to Ag.
Ed., and FFA, Alumni- for former active members, Collegiate- members in college
- 11) Genuine desire to be a part of a leadership team, Willingness to accept responsibility
Sincere desire to work with all chapter members in meeting their leadership, personal, chapter
goals, commitment to lead by example, knowledge and understanding of the chapter, state,
national FFA constitutions, bylaws and programs, A working knowledge of parliamentary
procedure, Ability to memorize official ceremonies
- 12) Opening Ceremonies, Minutes of the previous meeting, Officer reports, Special features,
Unfinished Business, Committee reports, New Business, Ceremonies, Closing ceremony,
- 13) Highest Degree, Highest Office, Highest Award
- 14) Proposed items on the meeting agenda and others introduced by chapter members
- 15) Standing and Special
- 16) Motions that were tabled or postponed to a later meeting
- 17) Robert's Rules of Order, FFA Handbook, FFA Manual

President

- 1) Preside over meetings according to accepted rules of parliamentary procedure, appoint committees and serve on them as ex-officio, non-voting member, Coordinate the activities of the chapter and evaluate each division of the Program of Activities, Represent the chapter in public relations and official functions.
- 2) To get members to stand
- 3) To get members to sit
- 4) Call Meeting to Order
- 5) To restore order to meeting
- 6) One item is addressed at a time, courtesy is extended to everyone, the majority rules, the rights of the minority are protected
- 7) President

Vice President

- 1) Vice president
- 2) Standing and Special
- 3) White button up shirt, scarf, jacket, black pant/black skirt, pantyhose, and black shoes
- 4) White button up shirt, tie, jacket, black pants, and black shoes
- 5) Vice President

Secretary

- 1) a. Secretary, Treasurer & Program of Activities Workbook or the computer software, b. Copy of the POA including all standing and special committees, c. Official FFA Manual and the FFA Student Handbook, d. Copy of the chapter constitution and bylaws
- 2) Local, state and national
- 3) Discovery, Greenhand, Chapter, State, American
- 4) These should represent to highest degree earned, the highest office held, and the highest award earned by the member.
- 5) 1 FFA Felt Banner; 2. Officer Symbols; 3. 1 Secretary, Treasurer & Program of Activities Workbook or the computer software; 4. 1 Reporter's Computer Solution software; 5. 1 Scrapbook; 6. 7 or more Official FFA Manuals; 7. 1 Official FFA Flag; 8. 1 Gavel and Block

Treasurer

1) Receive, record, and deposit FFA funds and issue receipts. 2. Present monthly treasurer reports at chapter meetings. 3. Collect dues and special assessments. 4. Maintain a neat and accurate Secretary, Treasurer & Program of Activities Workbook or the computer software. 5. Prepare and submit the membership roster and dues to the National FFA Organization through the state FFA association office in cooperation with the secretary. 6. Serve as chairperson of the earnings and savings committee

2) Treasurer

3) Emblem of Washington

4) Treasurer

5) Unfinished

Reporter

1)When the flag is displayed either horizontally or vertically against a wall, the stars should be in the top left corner.”

2) The Reporter

3) By the Flag

4) FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education

5)) Plan public information programs with local media to tell the FFA story, Release news and information to local and regional news media, Publish a chapter newsletter

Prepare and maintain a chapter scrapbook, send local stories to area, district, and state reporters, send articles and photos to FFA New Horizons and other national publications, Work with local media on radio/television appearances and FFA news, Serve as the chapter photographer

Sentinel

1) Assist the president in maintaining order, Keep the meeting room, chapter equipment and supplies in proper condition, Welcome guests and visitors

Keep the meeting room comfortable, Take charge of candidates for degree ceremonies

Assist with special features and refreshments

2) Sentinel

3) Secretary and Treasurer

4) Pledge of Allegiance

5) The Eagle

Advisor

- 1) Supervise chapter activities year-round, inform prospective students and parents about FFA, instruct students in leadership and personal development, build school and community support for the program, encourage involvement of all chapter members in activities, prepare students for involvement in career develop events (CDEs) and leadership programs
- 2) FFA, SAE, Classroom/Lab
- 3) Historian, Chaplain, Parliamentarian
- 4) Owl
- 5) Exploratory, Entrepreneurship, Placement, and Research/Experimentation.

Chapter 5 Reflection

This project was important to me for several different reasons. The first reason is because I saw a genuine need for it within the agriculture education field. As agriculture teacher's freshman year is very important for us. It is the year that we can hook students to our project, or it is the year they decide not to be involved in agriculture throughout their high school career. One way I have found to get students to be involved throughout their high school career is to get them involved in a contest. Students are very busy with sports, lifting, jobs, other clubs and activities. With the time you must practice with your students' needs to be efficient and productive. This is where I believe the handbook comes in very useful. It is laid out so the students will be able to understand it but so will the teachers. It is organized how the students should be learning the contest. By providing teachers this resource it is setting students up for success. Instead of the teachers having to spend time hunting for material and trying to figure out what the rules are really saying they can refer to this guide for a step by step instruction manual to train their conduct team. If a team can be successful, they are also more likely to stick with agriculture and FFA throughout their high school career.

What is recommended?

This project is set up to have several extensions that could be completed. The way that I see being most successful is creating more handbooks based off the other contests. I am looking forward to using this handbook with my students this coming year. Once I see the handbook in action, I will start working on the other contests putting the important things into the handbooks. I will start with the contests that the students view as harder, more confusing contests such as parliamentary procedure. To begin with I will begin working on making the leadership contests into handbooks but as it progresses and if students enjoy using them, I would then start working on the career development events. The difference between the skills and leadership career

development events is the skills would have pictures to base knowledge off (livestock judging) and it would have ideas for different hands on skills that are needed to know (how to make a bouquet in floriculture). Another way that could be an extension of this would be to include videos with the handbook. The videos would include a national level example of whatever contest it is. I would want it to be a national level example, so the teachers and students know what the product needs to look like if they are hoping to advance.

I had been thinking about this project for a while, so I had a lot of plans for it before I even started. This is one of the things that I would do differently. If I started thinking about this project closer to the time that I was going to start working on the project I do not believe my mind would be as clustered. Another thing that I would have done differently is talk to more people before I started this project. I based many of the ideas I included in the project off what I thought I could use or would have found helpful my first-year teaching. However, people are different so I wish I would have asked more teachers and students how they would like the book to be organized or if there was something specific that they wished would have been included in it. When talking to teachers about what they would like to see in a conduct of meetings handbook I tried to ask both new and experienced teachers, both males and females.

Throughout the past year I have been working on my graduate program. I decided to take a year off between getting my bachelor's degree and starting my masters. However, once I decided to start my master's program I went all in and wanted to get it done as quickly as possible. This is one thing that I would change if I was going to do this again. I would give myself a little more time to get things done. Throughout my time getting my masters I have completely changed my courses that I teach, added courses, had a baby, and now I have obtained

a new job. If I would have had more time to complete my masters, I believe it would have saved me a lot of stress.

I have grown a lot this past year as an educator. One of the main ways that I have grown is how I relate/what I expect out of my students. A lot of my graduate courses dealt with adult education. High school students are not adults, but they are getting to be closer to adults than children. I have found that (especially with juniors and seniors) if you talk to them and teach them more like adults they are going to respond better. With adults I would give a reason as to why we are learning what we are learning and try to relate it to their lives or past experiences. High school students have not had near as many experiences as adults but if I can find something to make it relevant to their lives, they tend to grasp on to the concept easier and are more willing to work. Another area I have grown in through this program is expanding my knowledge of different areas and technology. Throughout the program I have decided to take electives which do not have anything to do with agriculture education. These classes have forced me to expand my mindset. The one that I really have implemented into my classroom is the game-based learning elective which I took my last semester of classes. This was extremely helpful as it gave me several different ways to incorporate games into my lessons. It also gave me a lot of research to present to my administration about the benefits of game-based learning. I have found that when I can incorporate a game into a lesson student grasp the concept easier and stay involved throughout the class period, which especially this time of year is very helpful.

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