Summer 2019

Developing a Guide for Training an Iowa FFA Conduct of Meetings Team

Cassi Montandon

Follow this and additional works at: https://lib.dr.iastate.edu/creativecomponents

Part of the Curriculum and Instruction Commons, Other Education Commons, and the Vocational Education Commons

Recommended Citation
https://lib.dr.iastate.edu/creativecomponents/335

This Creative Component is brought to you for free and open access by the Iowa State University Capstones, Theses and Dissertations at Iowa State University Digital Repository. It has been accepted for inclusion in Creative Components by an authorized administrator of Iowa State University Digital Repository. For more information, please contact digirep@iastate.edu.
Developing a Guide for Training an Iowa FFA Conduct of Meetings Team

by

Cassi Montandon

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

MASTERS OF SCIENCE

Major: Agricultural Education

Program of Study Committee:
Dr. Mark S. Hainline, Major Professor
Dr. Scott W. Smalley, Committee Member
Dr. Robert Martin, Committee Member

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

Copyright © Cassi Montandon, 2019. All rights reserved.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIST OF FIGURES</td>
<td>iii</td>
</tr>
<tr>
<td>NOMENCLATURE</td>
<td>iv</td>
</tr>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>v</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>vi</td>
</tr>
<tr>
<td>CHAPTER 1. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Purpose Statement</td>
<td>2</td>
</tr>
<tr>
<td>Objectives of the Creative Component</td>
<td>2</td>
</tr>
<tr>
<td>Need for a Handbook</td>
<td>3</td>
</tr>
<tr>
<td>CHAPTER 2. LITERATURE REVIEW</td>
<td>5</td>
</tr>
<tr>
<td>Literature Review</td>
<td>5</td>
</tr>
<tr>
<td>Leadership Development Events</td>
<td>7</td>
</tr>
<tr>
<td>Teachers in the State of Iowa</td>
<td>8</td>
</tr>
<tr>
<td>CHAPTER 3. METHODS AND PROCEDURES</td>
<td>9</td>
</tr>
<tr>
<td>Program Used</td>
<td>9</td>
</tr>
<tr>
<td>Planning Materials</td>
<td>9</td>
</tr>
<tr>
<td>Materials Used</td>
<td>10</td>
</tr>
<tr>
<td>Organization</td>
<td>11</td>
</tr>
<tr>
<td>CHAPTER 4. PRODUCT</td>
<td>12</td>
</tr>
<tr>
<td>CHAPTER 5. REFLECTION</td>
<td>13</td>
</tr>
<tr>
<td>Recommendations for Agricultural Education Graduate Program</td>
<td>16</td>
</tr>
<tr>
<td>Recommendations for Conduct of Meetings Handbook</td>
<td>17</td>
</tr>
<tr>
<td>Extensions</td>
<td>17</td>
</tr>
<tr>
<td>Do anything different?</td>
<td>18</td>
</tr>
<tr>
<td>Sharing with Educators</td>
<td>19</td>
</tr>
<tr>
<td>Summary</td>
<td>19</td>
</tr>
<tr>
<td>REFERENCES</td>
<td>21</td>
</tr>
<tr>
<td>APPENDIX A.</td>
<td>22</td>
</tr>
</tbody>
</table>
# LIST OF FIGURES

| Figure 1 | The three-circle model of agricultural education. | 14 |
**NOMENCLATURE**

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LDE</td>
<td>Leadership Development Event</td>
</tr>
<tr>
<td>CDE</td>
<td>Career Development Event</td>
</tr>
<tr>
<td>SAE</td>
<td>Supervised Agricultural Experience</td>
</tr>
<tr>
<td>FFA</td>
<td>Formerly, Future Farmers of America. In 1988 the name was changed to “The National FFA Organization”.</td>
</tr>
</tbody>
</table>
ACKNOWLEDGMENTS

I would like to thank my committee chair, Mark Hainline, and my committee members, Scott Smalley and Robert Martin for their guidance and support throughout the course of this project.

In addition, I would also like to thank my friends, colleagues, the department faculty and staff for making my time at Iowa State University a wonderful experience. I want to also offer my appreciation to those who were willing to participate in my surveys and observations, without whom, this creative component would not have been possible.

Lastly, I would like to thank my parents, John and Pam Montandon, for supporting me each step of my journey at Iowa State. Without their support and guidance, none of this would have been possible.
ABSTRACT

The purpose of this creative component was to create a handbook for agriculture students and teachers to reference while preparing for the Iowa FFA Conduct of Meetings Leadership CDE Contest at the sub district and district Levels. Many agricultural educators are tasked with training multiple teams and individual students for sub district and district contest, most of these teachers are young, and have recently graduated from college. Often these teachers are not given materials to train teams or individuals. The handbook I created is to serve as a reference guide which provides examples of scripts and oral questions. The handbook is mainly to be used by 9th and 10th grade students enrolled in an agricultural education course, to create a successful Conduct of Meetings team. The material is geared completely toward the Iowa FFA Contest. The handbook includes contest rules, ceremony scripts, skills to demonstrate scripts, and practice questions for participants.
CHAPTER 1. INTRODUCTION

As an agricultural educator I was tasked with training a team for the conduct of meetings contest. My students came to me and expressed how they wanted to participate in this contest after learning about parliamentary procedure in their Introduction to Agriculture class. At the time I was teaching at Highland Community School District where we were in our second year of starting an agricultural program. We had limited resources and funding. I contacted Shane Dunbar and ordered some of his resources. I ordered “Parliamentary Procedure Made Easy”, which is essentially a workbook for students. I also ordered “Dunbar’s Parliamentary Procedure Competitive Event Handbook”. That handbook is completely geared toward the Parliamentary Procedure Career Development Event (CDE). The Conduct of Meetings Team and Parliamentary Procedure Team shared those resources obtained from Shane Dunbar. They were great resources for starting; however, we found the books and workbooks pertain mainly to the Parliamentary Procedure CDE.

The Parliamentary Procedure CDE is to be composed of a team of five active members, typically made up by an officer team. This CDE “is intended to recognize the importance of developing leadership abilities. It provides trained officers and informed members on the correct conduct of organization affairs. It provides training in democratic procedure” (Iowa FFA, 2018). This contest does not include open and closing FFA ceremonies, as opposed to the Conduct of Meetings Leadership CDE, which requires the ceremonies as a part of the contest. Participants in the Parliamentary Procedure CDE are require to know how to demonstrate the following abilities: to receive and dispose of a main motion, to adjourn, to lay a motion on the table, to amend a motion, to appeal from
the decision of the chair, to rise to a point of order, to refer to a committee, to suspend the rules, to receive a motion to reconsider, to take from the table and to call for a question of privilege. Each student is responsible for being the head chair during this contest, and there are no assigned roles (Iowa FFA, 2018).

The Conduct of Meetings Leadership CDE is composed of seven members, who are typically freshman and sophomores; however junior high members in the seventh and eighth grade may participate. This contest is to allow younger students to understand how a FFA Meeting runs and “aids the development of leadership abilities of young members for present and future chapter activities” (Iowa FFA, 2018).

I knew I had a problem I needed to solve to help train my team for this contest once I found out I didn’t have sufficient materials to coach a team. I decided to create a handbook based on what my students thought they needed, what I thought would be helpful and what other agricultural educators around the state of Iowa thought would be helpful. I began creating the handbook while training my first team for the contest and hope to continue using this handbook though my years of teaching.

**Purpose Statement**

The purpose of this creative component was to create a student handbook geared toward the Iowa FFA Conduct of Meetings Leadership Career Development Event (CDE) at the sub district and district levels. The following objectives served as a guide to accomplishing this project.

**Objectives of the Creative Component**

1. Evaluate the available resources related to the Conduct of Meetings Leadership CDE for Iowa Agricultural Educators.
2. To determine Iowa Agricultural Educators perceived needs associated with Conduct of Meeting Leadership CDE training materials.

3. Develop study/training materials for preparing Iowa FFA Conduct of Meetings Leadership CDE teams.

Need for a Handbook

I believe there was a big need for a Conduct of Meetings student workbook when I began teaching and training my students for the contest. Shane Dunbar’s website contained numerous workbooks and training materials for Parliamentary Procedure, but not Conduct of Meetings. A search in an Agricultural Educators Facebook group showed a sparse amount of contest materials. I began to ask other agricultural educators if they had resources for the contest. They didn’t have much except for a few random scripts. Worksheets for students were not available and I could only find basic scripts, which didn’t seem to help my students. The Iowa FFA website has CDE resources; however, I only found their oral questions sections to be helpful. Once I had concluded there was not an easily obtainable resource guide for the contest, I set forth and began creating my own resources to be shared with agriculture educators in Iowa. I had concluded I needed something, which eventually outlined the whole entire Conduct of Meetings Leadership CDE. I needed something that made up for all the materials that were missing. My handbook includes the rules of the contest, this way they are easily accessible, and everyone does not have to continue to go to the Iowa FFA website for them. I also thought it would be important to include the standards which are related to the contest. This is mainly for the teachers, but it’s nice to have all of the material in one place. I included opening and closing ceremonies again for convenience, and not having to flip
back and forth in the FFA Manual. Scripts for each skill that needed demonstrated were written for my students to use as examples; those are included in the handbook as guide for students to gain a feeling of how things should flow during that portion of the contest. I included questions from the Iowa FFA Website and sorted them into sections. Each officer on the team should know the answers to those questions and be able to answer them when asked during the contest. Lastly, I wrote up a complete script from start to finish of the contest as an example of how the contest should look. My handbook serves as a guide for students and teachers interested in the Conduct of Meetings Leadership CDE and is one of the only contest ready handbooks available.
CHAPTER 2. LITERATURE REVIEW

Literature Review

Agricultural Educators live and breathe the three-circle model (Croome, 2008). This model is composed three equal circles, overlapping in such a way to portray how each category should be equal and interrelated in an agricultural program. The three circles are composed of classroom instruction, Supervised Agricultural Experience (SAE), and FFA.

The first circle, classroom and laboratory, is the foundation. This is where all classroom instruction takes place. This is where students gain foundational knowledge of agriculture. Students are presented with real world problems and knowledge in the classroom (Shoulders & Toland, 2017).

The second circle, SAE, is a project that students work on through their years in agricultural courses. Students are to practice applying the classroom knowledge to real life work-based scenarios (Shoulders & Toland, 2017).

The last circle of the model, FFA, was formally known as the Future Farmers of America. Students enrolled in an agricultural course are offered a membership to the FFA. FFA is an intra curricular activity. The mission statement focuses on “making a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education” (National FFA Organization, p. 1). Through FFA students are able to put those career ready skills to practice through competitive contests (Shoulders & Toland, 2017).
Figure 1. The three-circle model of agricultural education as depicted by the National FFA Organization (National FFA Organization, 2015).

According to Mason Jones and M. Edwards, “One of the earliest examples of youth competition in agriculture emerged at the turn of the 20th century with corn club contests” (Edwards & Jones, 2019, p. 110). Since then, there have been a multitude of contests created and implemented at the state and national levels. Jones and Edwards note:

The National FFA Organization currently offers 19 national CDEs and seven LDEs, five levels of FFA degrees, six divisions of Agriscience Fair competition, four star awards, 47 proficiency awards, three levels of national chapter awards, and more than $2.6 million in scholarships to its members each year (Edwards & Jones, 2019, p. 110).

The intent of these CDE’s was to link “school life to home life and to the real
world” (Edwards & Jones, 2019, p. 113). This still holds true today, as each CDE or LDE has a crosswalk determining what AFNR Standards are linked to each CDE or LDE.

**Leadership Development Events**

Within the FFA program, students can compete in contests. These contests are often referred to as CDE’s or Career Development Events. Some contests are labeled as “Leadership Career Development Events” or “Leadership Development Events”.

Iowa FFA Association defines a CDE as “a variety of job skills in everything from communications to mechanics. Some events allow students to compete as individuals, while others allow them to compete in teams” (Iowa FFA, 2019, p. 1). Iowa FFA Association also notes CDE’s are often centered around careers in agriculture and that “Career Development Events (CDEs) help students develop the abilities to think critically, communicate clearly and perform effectively in a competitive job market” (Iowa FFA Association, 2019, p. 1). LDE’s are typically individual contests for students to compete in and show their leadership skills. The Conduct of Meetings Leadership CDE for example, is a contest where students properly present a short snippet of how an FFA meeting should be ran. Each student is assigned a certain officer position. They then are to memorize the opening ceremony portion assigned to their officer position and are to demonstrate leadership skills by properly running the meeting. To properly run a meeting in this CDE in Iowa students must use Roberts Rules or Order. Other states may use other resources such as “Parliamentary Guide to FFA”, by Jarrell D. Gray. Gray’s book is specifically tailored to teaching parliamentary procedure, where as Robert’s book of Order is parliamentary procedure rules in general, for any type of meeting.
Teachers in the State of Iowa

When I began working with my Conduct of Meetings team I thought to myself, “I can’t be the only one struggling to have materials to work with.” I then began to ask around with my fellow Iowa agriculture educators. Dave Tometich, a veteran agricultural educator of over 20 years, says that a Conduct of Meetings handbook would provide a different approach to helping students learn the materials (D. Tometich, personal communications February 6th, 2019). Duane Van Winkle, another veteran agricultural educator, with 20+ years of teaching experience, said that having a student handbook would provide individualized instruction to all students on the teams (D. VanWinkle, personal communications February 6th, 2019).

Josh Day, an agricultural educator at Muscatine High school indicated, a Conduct of Meetings handbook would provide a resource for students during this contest and fillable worksheets could be of benefit (J. Day, personal communications, February 8th, 2019).

Each of their thoughts and ideas were taken into consideration when determining the need for the handbook, as well as determining what all needed to be included in the handbook.
CHAPTER 3. METHODS AND PROCEDURES

Program Used

I began by typing everything up on google docs. I thought this would be the most logical program to use. I am limited to a Chromebook as my main electronic device; therefore I could not have used Microsoft Word. I ran into the problem of not being able to work on my project when internet was not available. I then decided I needed to spruce up the handbook and used the program Canva, which is a graphic design website. The site contains thousands of templates for posters, post cards, flyers, menus, brochures, etc. This program has many functions for creating your display needs. I use this program often to create FFA posters, programs, and invitations. I sometimes use Canva in my classroom to create my syllabi, bell ringer sheets, and worksheets. Canva really made the handbook come to life when I was able to add in pictures and colors.

Planning Materials

I began a Conduct of Meetings Unit in January with my Agriculture 1 Class. I searched a mirage of websites for material to help plan that unit. As a first-year teacher who had never competed in this contest in high school, I was clueless. I knew then that if I wanted something for the future, I had to create it myself. As I went through this contest with my team, I began to take notes and make a list of things I believe would be beneficial for a handbook. Once I had a good list I sent out a survey to Iowa Agriculture Educators in the South East District and made phone calls to a few of those individuals who did not know how to use a Google survey. I asked if they thought this is something worth creating and what suggestions they had for the handbook. I was not surprised when teachers mentioned they didn’t have any solid materials for this contest. All the educators
gave close to the same suggestions, have rules, scripts, examples, and questions. They mentioned it would be nice to have something that resembled the contest in writing.

**Materials Used**

I referenced the Iowa FFA Organization website for this handbook. I used the rule book, and past CDE/LDE materials from their website (Iowa FFA, 2019). This is where I compiled all the questions in the handbook. Questions asked during the CDE is information taken from the FFA Manual and put into question format. These questions range anywhere from what the specific duties of each officer are to what the FFA Motto is. The questions are fairly easy in terms of difficulty and are questions that all entry-level FFA members should know. The Iowa FFA Website has multiple years worth of question banks. I printed every year they have posted, cross-referenced each year and took out questions that repeated from year to year. After I had taken out all the repeated questions, I went through each one and decided which question pertained to each of the seven FFA officer positions within this CDE. I then compiled all of those questions into individual sheets for each officer position. I also added a sheet of random questions, which anyone could and should be able to answer if asked during the contest; this is the “General Questions” section. I included 6 general questions, 7 questions for acting President, 6 for the acting Reporter and 5 questions for the Vice President, Secretary, Treasurer, Sentinel and Advisor. I also often referred to my co-teacher, Duane VanWinkle, who has many of years of experience in teaching and coaching this contest. His suggestions were to add more details to my scripts, add as many items of business and abilities to demonstrate as I could think of, and to be through with my scripts. His suggestions led me to creating
detailed scripts, a longer list of abilities and items of business, as well as a complete script of how the CDE works from start to finish.

**Organization**

Organizing the handbook was a little rough. I had concluded what materials I wanted to include in my handbook. However, I had a hard time trying to figure out what order to put everything in. I knew I needed to add in the rules first. The rules of the contest are the most important item, if you don’t know the rules you won’t succeed. Putting the rules first made me realize I needed to follow the order of the rules for my handbook. The rules served as my guideline. The rules provided details and responsibility of each team member, what skills could be demonstrated and where you could look to study for the oral questions section. I included a crosswalk of the standards that are related to the contest. These standards are determined by the National Council for Agricultural Education. There are 11 standards in the Career Ready Practices cluster, which are used for this CDE. There are scripts for opening and closing FFA ceremonies, each skill to demonstrate, a complete contest script, from walking in the door to walking out the door. As a first-year teacher with no experience in this contest I relied heavily on the rules, my co-teacher, Duane VanWinkle, and the students who had already participated in this contest. They helped in designing the outline for the handbook. Once I had the outline prepared, creating the materials were simple.
CHAPTER 4. PRODUCT

I began creating and writing the handbook in February of 2019. This is when I began training my very first Conduct of Meetings Team. The handbook is to alleviate some of the stress of Iowa Agricultural teacher during sub district and district contest time. (See Appendix A.) Here you will find rules, which apply to the contest, scripts, and worksheets for the oral question section. I chose to create this handbook as my creative component in AGEDS 599 because I saw the need for this recourse. This is the final requirement of my masters program at Iowa State University.
CHAPTER 5. REFLECTION

I started my Masters Program at Iowa State University (ISU) in the spring of 2018 right after I graduated with my undergraduate degree. I graduated from ISU with an undergraduate degree in agricultural education. I felt that I needed to further my education, so I decided to pursue my Masters of Agricultural Education via distance. I took a wide variety of courses I felt would benefit myself and my future students. I taught full time while taking classes and it was a struggle. I believe I could have drawn my classes out and made my work load a little lighter. I might not have been so stressed, but I was determined to complete my degree.

I took a wide variety of classes while at ISU and enjoyed taking classes that were going to further my education in my classroom. One of my most favorite classes was about video games in the classroom. My first semester of graduate courses consisted of: AGEDS 510 - Introduction to Research, AGEDS 520 - Instructional Methods, and AGEDS 533 - Introduction to Learning Theory in Agriculture Education.

Introduction to Research was one of my least favorite classes. I knew from the beginning I did not want to do the Thesis option for my Masters Degree. I do not mind research, but it’s not my favorite thing. This class was boring for me because it was not aligned with my interests. I believe this class should not be required if you are doing the creative component. It would be a good class to suggest if you aren’t sure what path you want to take, or suggest the class as an elective.

Instructional Methods was a great class to take. I believe I learned a lot about myself as an educator in that class. It applied to mainly adult education - however I was able to tailor it to my needs and wants as a secondary educator.
Introduction to Learning Theory in Agricultural Education was a decent class. I felt like it was a big repeat of the educational psychology class I took during my undergraduate degree. However, this class allowed us to think about those learning and teaching theories and apply them specifically to agricultural education.

I continued my Masters Program into the summer of 2018. During the summer I took CI 555 - Literacy, Leadership, and Advocacy, CI 522X - Teaching Iowa History, and AGEDS 590A.

Literacy, Leadership, and Advocacy was a class I decided to take spur of the moment. I read the description and noticed I didn’t even know what a literacy coach was. Through this class I was able to learn about literacy coaches, who they are, what they do and how to utilize them with in a school. This class was very interesting and allowed me to reach out to the literacy coach in the school I teach at. She was able to help me find resources and incorporate different methods and strategies in my current classroom.

Teaching Iowa History was a class that was listed wrong and did not have a good description. The class was nothing like what I thought it was going to be. I ended up learning about Indians in Iowa, when I thought the class was going to be about the teaching history in Iowa. It was interesting, but not something I wanted to be in. I participated and tried my best, however I was unable to get a grade above a C-. This resulted in having to take an extra class.

I also took an independent study class. I used this class for a CASE course I took over the summer. I travel to Nashville for a week and learned the CASE Animal Science Curriculum. The CASE course itself was amazing! I learned so much being able to
experience the curriculum from a student and teacher standpoint. I believe I was able to teach the curriculum in my classroom this year very well.

I continued my coursework into the Fall Semester of 2018. I completed AGEDS 524 - Program Development and AGEDS 550 - Foundations of Agricultural Education.

Program Development was a great course if I was going into Extension. I took the course on the off chance that I might change my mind on a career path. This course however, has confirmed that I still do not want to go into Extension at this time. We focused on Logic Models for part of the time. I did not enjoy using them to plan workshops. However, if the opportunity arises and I decided to go into Extension, I feel like I am a little bit more prepared on program planning.

Foundations of Agricultural Education was a great course to explore the history of agriculture education. It was a lot of reading and writing, but I was able to better understand the background of agriculture education and how the industry and education have grown to where we are today.

My last semester of classes was in the Spring of 2019. I completed AnS 537A - Topics of Animal Behavior and CI 510X - Foundations of Game Based Learning.

Topics of Animal Behavior helped refresh animal science skills, and allowed me to dive in depth into some topics in animal behavior. It was a very boring class in the way it was set up. I listened to lectures and took quizzes. There was nothing really engaging to it. The class became dull and a chore towards the end, but I did gain more knowledge listening to the lectures.

Lastly, I completed Foundations of Game Based Learning. This was my all time favorite class. I had been trying to get into this class since the beginning of my program,
but had never been able to get in. The class always filled quickly, and I understand why!
During this class I was able to explore with games and figure out how to incorporate them into my classroom! I created my own game and did research about gaming in the classroom. This class really opened my eyes and challenged me. I took so much from the class and have been trying to create a game based on my animal science curriculum. I haven’t gotten there, and it will take much more time, but it’s a start, and I think students will be more engaged in that class once it’s a game.

**Recommendations for the Agricultural Education Graduate Program**

I recommend for future students to explore different classes. Take the road less traveled and challenge yourself to something new. I took a literacy class and learned how to utilize literacy coaches within my school. I also completed a game based learning class. I figured out how to incorporate game based learning within both my agriculture and science classes. I never realized how much students can learn from games if they are effectively implemented into the classroom. I also utilized the CASE curriculum for credit in my program. This allowed me to expand my options for courses for students, as well as gain new information and knowledge on CASE topics for myself.

Taking the path less traveled really allowed me to expand my horizon and find new friends, and knowledge.

For the university, I recommend the requirements be changed. I had to take class on research - types, how to prepare and conduct, ect. It was pointless and a waste of 3 credits for myself. I will never conduct research that in-depth for my project or within my
school. The class could be a suggested class, but I felt I could have better utilized those 3 credits elsewhere that would benefit myself and future students a little better.

**Recommendations for Conduct of Meetings Handbook**

This handbook is to be used by agricultural educators and students. A teacher should be able to read through this handbook and have a general understanding of the Conduct of Meetings Leadership CDE. They should then be able to give the handbook to the students and begin reading through the rules with them. An educator may want to refer to the complete script to gain that general idea of the contest, then work from there with their teams.

**Extensions**

The workbook that I created could be extended by adding worksheets for students to fill in. This might include more questions or fill-in-the-blank scripts. I will probably write up more worksheets for my students to utilize during contest time. Those sheets could easily be added to this project. I did not have the need for them right away - if a student asked for extra practice I would write something up for them. I also could take my workbook to the next level, and add extensions for the state and national competition. If I wanted to take my handbook to the state level I would need to add scripts for the more skills to demonstrate. Those skills would be to take a motion from the table, to reconsider a motion and to suspend the rules. This handbook could then be taken to the national level. I would need to research the written exam portion and find previous exams
for students to reference. This exam is over parliamentary procedure. I would include those exams in the back of my handbook. I would also have to add in scripts for each of the 11 ability demonstrations. These include, to raise a question of privilege, recess, previous question, postpone definitely, commit or refer, amend, postpone indefinitely, main motion, parliamentary injury, diving of the assembly, point of order (National FFA, 2017 p. 4).

**Do anything different?**

For my creative component, I think if I were to do anything differently it would be to ask for my students’ opinions after they had utilized the handbook. I began creating this workbook while training a Conduct of Meetings team. I didn’t have a complete project during contest time. They only got bits and pieces of the workbook in progress. I would want them to go participate in the contest and study with the handbook. Then give me feedback on what could have been added or redone. Based on those recommendations, I could add in pages, or even take out pages that they felt didn’t help. I could also redesign the information presented based on that feedback.

In my coursework, I wish I would have taken a few more courses that were relevant to teaching in high school. Everything seemed to be for higher education, and I had hoped for more courses, which would benefit my future students and myself. I tried my hardest to find classes that would be of benefit to myself and my students. However, it was extremely hard to find classes that related to secondary education.
Sharing with Educators

I will more than likely pilot this completed handbook with my next Conduct of Meetings team. I will see how it works out and what the students think. From there I might make changes to the handbook based on that feedback. I will offer the handbook to a few teachers in the southeast Iowa area and ask them to pilot the handbook as well and provide feedback from both them as the educator and the students. Again, edits or changes could be made based on that feedback.

Once the handbook has been used by other educators and has been edited again, I may publish the handbook, or put it on the Teachers Pay Teachers website. I am willing to share this resource with anyone who asks for it. However, there may be some limitations to the handbook if someone from Texas purchases the handbook online. Their contest rules and regulations may not line up with Iowa’s. Therefore, I may need to disclose this handbook is specific to Iowa.

Summary

As a whole, I feel pretty successful in creating this handbook. I began this project in February of 2019 and it took until May of 2019 to complete. I was constantly changing, adding, and deleting items from my creation.

I believe my final product is great - but there is ALWAYS room for improvement. I will probably be toying and changing this book for years to come. Which makes it hard
to publish! Eventually, I would like to have my handbook finalized and published for Agriculture Educators in the state of Iowa to serve as a guide for a fun contest.

My hope is that many first year educators, as well as veteran educators, find this handbook resourceful, and alleviates some of the stress of training a Conduct of Meetings Team for contest.
REFERENCES


APPENDIX A.

Conduct of Meetings Student Handbook

By: Cassi Montandon
# Table of Contents

- Contest Rules .......................................................... 2
- Standards Related ..................................................... 5
- How to Set Up the Meeting Room .............................. 7
- Opening & Closing Ceremonies Scripts ....................... 8
- Skills to Demonstrate Scripts .................................. 12
  - To Receive and Dispose of a Main Motion .................. 13
  - To Table a Motion .................................................. 14
  - To Rise to a Point of Order ...................................... 16
  - To Refer to a Committee .......................................... 18
  - To Amend a Motion ................................................ 19
- Abilities and Items of Business Practice Examples ...... 20
- Oral Questions .......................................................... 24
  - General Questions .................................................. 25
  - President Specific Questions .................................... 26
  - Vice President Specific Questions ............................ 27
  - Secretary Specific Questions .................................... 28
  - Treasurer Specific Questions .................................... 29
  - Reporter Specific Questions ..................................... 30
  - Sentinel Specific Questions ...................................... 31
  - Advisor Specific Questions ...................................... 32
- Complete Script Example ........................................... 33
- Questions Answer Key ............................................... 40
Contest Rules

The following rules are from the Official Iowa FFA Conduct of Meetings event information. For a full set of rules and eligibility please references the complete Iowa FFA Conduct of Meetings rule book. These can be found at:


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
   - Vice President
   - Secretary
   - Treasurer
   - Reporter
   - Sentinel
   - Advisor

   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.

2. 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.

3. 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. Add a little bit of body text

4. 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 was used (example: rise to a point of order). c. Last preference to teams that unnecessarily added abilities beyond the assigned abilities.
5. 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
   - To table a motion

6. The State event may also include the following abilities in addition to the five listed above:
   - To take a motion from the table
   - To reconsider a motion
   - To suspend the rules

7. No props are allowed during the event.

8. 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.

9. 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.

10. 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.

11. 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.
12. 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. NOTE: eligibility at the National FFA event is limited to members in grades 7-9 at the time of qualifying.

13. There shall be no participation by the audience.

Questions will be asked from the following sections of the Official FFA Manual (Page numbers from 2017-2018 version)
- School-Based Agricultural Education Model (2)
- Delivery of The FFA Mission (6-7)
- FFA Mission (6)
- FFA Vision (7)
- The FFA Mission and Strategies (8)
- FFA Organizational Structure (10)
- Supervised Agricultural Experience (11-13)
- Program of Activities (14)
- FFA Tradition (26-36)
- FFA Chapter Operations (47-61)
Standards Related
AFNR Career Cluster Content Standards

Below you will find 11 standards that relate to the Conject of Meetings contest as determined by the Iowa FFA. These can be used to assess students who are participating in the contest. These standards can be found at: https://thecouncilffa.org/afnr/

CRP.01. Standard: Act as a responsible and contributing citizen and employee.
   CRP.01.01. Indicator: Model personal responsibility in the workplace and community.
   CRP.01.02. Indicator: Evaluate and consider the near-term and long-term impacts of personal and professional decisions on employers and community before taking action. CRP.01.03. Indicator: Identity and act upon opportunities for professional and civic service at work and in the community.

CRP.02. Standard: Apply appropriate academic and technical skills.
   CRP.02.01. Indicator: Use strategic thinking to connect and apply academic learning, knowledge and skills to solve problems in the workplace and community.
   CRP.02.02. Indicator: Use strategic thinking to connect and apply technical concepts to solve problems in the workplace and community.

CRP.04. Standard: Communicate clearly, effectively and with reason.
   CRP.04.01. Indicator: Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.
   CRP.04.02. Indicator: Produce clear, reasoned and coherent written and visual communication in formal and informal settings.
   CRP.04.03. Indicator: Model active listening strategies when interacting with others in formal and informal settings.

CRP.05. Standard: Consider the environmental, social and economic impacts of decisions.
   CRP.05.01. Indicator: Assess, identify and synthesize the information and resources needed to make decisions that positively impact the workplace and community.
   CRP.05.02. Indicator: Make, defend and evaluate decisions at work and in the community using information about the potential environmental, social and economic impacts.

CRP.06. Standard: Demonstrate creativity and innovation.
   CRP.06.01. Indicator: Synthesize information, knowledge and experience to generate original ideas and challenge assumptions in the workplace and community.
   CRP.06.02. Indicator: Assess a variety of workplace and community situations to identify ways to add value and improve the efficiency of processes and procedures.
   CRP.06.03. Indicator: Create and execute a plan of action to act upon new ideas and introduce innovations to workplace and community organizations.
CRP.07. Standard: Employ valid and reliable research strategies.
CRP.07.01. Indicator: Select and implement reliable research processes and methods to generate data for decision-making in the workplace and community.
CRP.07.02. Indicator: Evaluate the validity of sources and data used when considering the adoption of new technologies, practices and ideas in the workplace and community.

CRP.08. Standard: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.08.01. Indicator: Apply reason and logic to evaluate workplace and community situations from multiple perspectives.
CRP.08.02. Indicator: Investigate, prioritize and select solutions to solve problems in the workplace and community.
CRP.08.03. Indicator: Establish plans to solve workplace and community problems and execute them with resiliency.

CRP.09. Standard: Model integrity, ethical leadership and effective management.
CRP.09.01. Indicator: Model characteristics of ethical and effective leaders in the workplace and community (e.g. integrity, self-awareness, self-regulation, etc.).
CRP.09.02. Indicator: Implement personal management skills to function effectively and efficiently in the workplace (e.g., time management, planning, prioritizing, etc.).
CRP.09.03. Indicator: Demonstrate behaviors that contribute to a positive morale and culture in the workplace and community (e.g., positively influencing others, effectively communicating, etc.).

CRP.10. Standard: Plan education and career path aligned to personal goals.
CRP.10.03. Indicator: Develop relationships with and assimilate input and/or advice from experts (e.g., counselors, mentors, etc.) to plan career and personal goals in a chosen career area.
CRP.10.04. Indicator: Identify, prepare, update and improve the tools and skills necessary to pursue a chosen career path.

CRP.11. Standard: Use technology to enhance productivity.
CRP.11.01. Indicator: Research, select and use new technologies, tools and applications to maximize productivity in the workplace and community.
CRP.11.02. Indicator: Evaluate personal and organizational risks of technology use and take actions to prevent or minimize risks in the workplace and community.

CRP.12.01. Indicator: Contribute to team-oriented projects and builds consensus to accomplish results using cultural global competence in the workplace and community.
CRP.12.02. 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.).
How to Set Up the Meeting Room

The Sentinel is always stationed by the officer closest to the door. They can ask the orientation of the room to ensure everyone is at their respective stations.
Opening Ceremonies Scripts

After the Secretary has gathered the members and items of business your team will begin reciting open ceremonies. 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 Open Ceremony Script is determined by the 2018-2019 Official FFA Manual. Calling the role of members has been omitted in this script.

President: "The __________ (meeting room, banquet hall, etc.) will come to order. We are now holding a meeting of the __________ (chapter name, district name, etc.) FFA __________ (chapter, district, etc.) Mr./Mdm. Vice President, are all officers at their stations?"

Vice President: (Rising and facing the president) "I shall call the roll of officers, determine if they are at their stations and report back to you, Mr./Mdm. President"

Vice President: (Calling roll of officers) "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 open to our friends at all times 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 the 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."

"Mr./Mdm. 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 require me to assist at all times 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. Mr./Mdm. President, all officers are at their stations."
**President:** (Rises and faces the vice president) "Thank you, Mr./Mdm. Vice President." (All take seats at tap of gavel) FFA members, why are we here?" (All members stand at three taps of gavel)

(All members in unison): "To practice brotherhood, honor agricultural opportunities and responsibilities and develop those qualities of leadership which an FFA member should possess." (All are seated at one tap of gavel)

**President:** "May we accomplish our purposes. I now declare this meeting of the __________ (chapter name, district name, etc.) FFA __________ (chapter, district, etc.) duly open for the transaction of business, or attention to any matters which may properly be presented."
Closing Ceremonies

After the second ability and item business is finished the President will turn to the Secretary and begin closing ceremonies. The following Closing Ceremony Script is determined by the 2018-2019 Official FFA Manual.

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 no answer, proceed as follows.)

"We are about to adjourn this meeting of the _________ (chapter name, district name, etc.) FFA _________ (chapter, district, etc.). 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 guests, join me in a salute to our flag."

(Tap three times with gavel to call members to stand, face the flag at the reporter’s station and, with their right hands over their hearts, repeat the following salute.)

(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." (Tap once with gavel and the meeting is adjourned.)
Skills to Demonstrate Scripts

To Receive and Dispose of a Main Motion
To Table a Motion
To Rise to a Point of Order
To Refer to a Committee
To Amend a Motion
To Receive and Dispose of a Main Motion

Secretary states the Ability and Item of Business.

**President:** You have heard the first Ability to ....... and first Item of Business to ....... what is the pleasure of the group?

Member is recognized, states motion.

**President:** Is there a second?

Member seconds.

**President:** "It has been properly moved and seconded to Restate the motion. Is there any discussion?"

**President:** Call upon members as they gain recognition. When discussion has run its course say: "Seeing no further discussion, we shall proceed to vote, all in favor of restate the motion please (take vote, use a variety of rising & voice votes through the process).

Those opposed (take same type of vote).

"The motion to **restate the motion** CARRIES/FAILS. The chapter WILL/WILL NOT restate the motion."

One Tap of the gavel.

**President:** "Ability demonstrated. Madam Secretary, What is the next Ability and Item of business?" ¹

OR: "Madam Secretary, have you a record of any further business to be transacted?

---

¹ If receive and dispose is the second ability/item, proceed to Closing Ceremony.
To Table a Motion
Secretary states the Ability and Item of Business.

*The following is an example script of tabling a motion. Any unforeseen actions can be used to table a motion*

This will start just like a main motion... Secretary states the Ability and Item of Business.

President: You have heard the 1st/2nd Ability and Item of Business, what is the pleasure of the group?

Member is recognized, states motion.

President: Is there a second?

President: "It has been properly moved and seconded to Restate the motion. Is there any discussion?"

President: Call upon members as they gain recognition

Members enter into and continue discussion on the motion.

The Sentinel knocks on the underside of the table and go to the door.

Upon returning the Sentinel says: "I have just spoken with the principal and she needs to know immediately if the FFA can park cars at the ballgame Friday night. I therefore move to lay on table this motion."

Second

President: "It has been properly moved and seconded to table the main motion which states...
This is neither debatable nor amendable and comes to an immediate vote."
All those in favor of laying the motion which states... on the table"

Take Vote - Announce the results of the vote.

Is there a motion to park cars on Friday night?

Receive & dispose of the parking motion.
President: "Ability demonstrated. Madam Secretary, What is the next Ability and Item of business?" ¹

OR: "Madam Secretary, have you a record of any further business to be transacted?

¹ If to table a motion is the second ability/Item, proceed to Closing Ceremony.
To Rise to a Point of Order

Secretary states the Ability and Item of Business.

*The following is an example script of rising to a point of order. Any actions against parliamentary procedure may be used.

Purpose: To correct an error in Parliamentary Procedure

This will start just like a main motion... Secretary states the Ability and Item of Business.

President: You have heard the 1st/2nd Ability and Item of Business, what is the pleasure of the group?

Member is recognized, states motion.

President: Is there a second?

President: "It has been properly moved and seconded to Restate the motion. Is there any discussion?"

President: Call upon members as they gain recognition

Members enter into and continue discussion on the motion.

A member rises and starts to speak on the motion without being properly recognized.

Member without being recognized: "I rise to a point of order!"

President: "State your point."

Member: "Madam president, ___________ spoke without being recognized."

President: "Your point is well taken, ___________, you were out of order, please gain proper recognition before speaking."

Continue on and dispose of the Main Motion.
President: "Ability demonstrated. Madam Secretary, What is the next Ability and Item of business?"  

QR: "Madam Secretary, have you a record of any further business to be transacted?"
To Refer to a Committee
Secretary states the Ability and Item of Business.

President: You have heard the 1st/2nd Ability and Item of Business, what is the pleasure of the group?

Member is recognized, states motion.

President: Is there a second?

President: "It has been properly moved and seconded to Restate the motion. Is there any discussion?"

Members should ask open ended questions which are somewhat unanswerable.

Member: "Madam President, since there are many unanswered questions, I move to refer this to the (Member/Chapter/Community) Development Committee.

President: "Is there a second? It has been properly moved and seconded to refer restate the motion to the (Member/Chapter/Community) Development Committee. This is both debatable and amendable, is there any discussion?

Discussion should focus only on whether or not to refer.

When discussion has run its course say:

"Seeing no further discussion, we shall proceed to vote, all in favor of referring restate the motion to the (Member/Chapter/Community) Development Committee please take vote, Those opposed (take same type of vote).

The motion to refer restate the motion CARRIES/FAILS. The chapter WILL/WILL NOT refer restate the motion.

One Tap of the gavel.

President: "Ability demonstrated. Madam Secretary, What is the next Ability and Item of business?" ¹

OR: "Madam Secretary, have you a record of any further business to be transacted? 

¹ If to refer to a committee is the second ability/item, proceed to Closing Ceremony.
To Amend a Motion

Secretary states the Ability and Item of Business.

President: You have heard the 1st/2nd Ability and Item of Business, what is the pleasure of the group?

Member is recognized, states motion.

President: Is there a second?

President: "It has been properly moved and seconded to Restate the motion. Is there any discussion?"

Members enter into discussion, Eventually:

"Madam President, I move to amend by (state change to be made).

President: "Is there a second?"

President: "It has been properly moved and seconded that we amend the motion by ... State amendment" This is both debatable and amendable, is there any discussion? After discussion has run its course, vote on the amendment.

"Is there any further discussion on the main motion as amended?

President: Call upon members as they gain recognition. When discussion has run its course say: "Seeing no further discussion, we shall proceed to vote, all in favor of restate the motion please (take vote, use a variety of rising & voice votes through the process).

Those opposed (take same type of vote).

The motion to restate the motion CARRIES/FAILS. The chapter WILL/WILL NOT restate the motion.

One Tap of the gavel.

President: "Ability demonstrated. Madam Secretary, What is the next Ability and Item of business?" ¹

OR: "Madam Secretary, have you a record of any further business to be transacted?

¹ If to amend a main motion is the second ability/item, proceed to Closing Ceremony.
Abilities and Items of Business Practice Examples

Here are examples of Abilities and Items of Business to use during practice.
Examples

Ability: To receive and dispose of a main motion

Business: Organize a local farmers’ market. Chapter is to sponsor a calf roping contest at the county fair. Chapter is to sponsor a school wide Ag Olympics during National FFA Week.

Ability: To table a motion

Business: Purchase a tractor for the FFA Chapter Farm. Host a middle school career day in the gym. Sponsor a petting zoo at the elementary school. Sponsor a summer career tour. Have a bowling party for members who reached the fruit sales goal. Attend a Burlington Bees baseball game. Chapter is to run the concession stand at football games. Construct a gazebo in the city park.
Ability: To Rise to a Point of Order

Business: Sponsor a high school ski trip to Colorado.
Host an antique tractor pull.
Make corsages to sell to students for the prom.
Chapter is sponsor a chili supper for National FFA Week.

Ability: To Refer to a Committee

Business: Assist with renovating the city park.
Host the District Bowling Tournament.
Plant prairie grass at Crawford Pond.
Conduct Farm Hand Olympics during National Ag Week.
Host the District FFA Bowling Tournament.
Plant trees in the city park.
Hold a chapter fundraiser.
Host an Ag appreciation breakfast.
Coordinate a benefit activity for the American Cancer Society.
Host an Ag appreciation breakfast.
Chapter is to attend the Beef Expo Judging Contest
Ability: To Amend a Motion

Business: Redesign the landscape at the main entrance at the high school.
Rent 10 acres for a demonstration plot.
Establish a dress-up day for National FFA Week.
Chapter is to purchase 5 iPads for the classroom.
To sell FFA calendars.
Sponsor a calf-roping contest at the next county fair.
Sponsor a pedal tractor pull.
Chapter is to sponsor a greased pig contest.
Oral Questions

These will be potential questions that students might be asked at the end of their meeting presentation. The questions are referenced from the Iowa FFA CDE/LDE Resource pages. These questions can be found under the Questions, Topics, & Business section at:
http://www.iowaffa.com/leader
shipcdematerials.aspx
General Questions

These are general questions that all participants in the contest should be able to answer.

List all of the parts of the National FFA Emblem and their symbolism.

What are general duties all chapter officers are expected to do?

What are the ten essentials of a successful chapter?

Please identify 7 of the 11 points in the FFA Code of Ethics.

What are some additional officers that a chapter might elect?

What is the established order of business that should be followed at a chapter meeting?
President Questions

The following questions are specific to the President elect. The President elect should be able to answer these questions, however any member in the contest may answer the question asked.

What are the four duties of the President?

Please describe proper official dress for females.

Please describe proper official dress for males.

When would the presiding officer use one tap of the gavel?

Which officer appoints committees and serves on them as ex-officio (non-voting) member?

When would the presiding officer use two taps of the gavel?

What does three taps of the gavel signal?

What does a series of sharp taps of the gavel signify?
Vice President Questions

The following questions are specific to the Vice President elect. The Vice President elect should be able to answer these questions, however any member in the contest may answer the question asked.

Name three responsibilities of the Vice President.

What are the purposes of a well-developed Program of Activities?

What are the three divisions of a Program of Activities?

Which office is responsible for coordinating all committee work?

How many quality standards can be found within each division of the Program of Activities?
Secretary Questions

The following questions are specific to the Secretary elect. The Secretary elect should be able to answer these questions, however any member in the contest may answer the question asked.

What are three duties of the Secretary?

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

What is the reason for FFA Chapters to follow the proper order of business at chapter meetings?

Name the four items that the Secretary should have on hand at each meeting.

What are the four types of FFA membership?
Treasurer Questions

The following questions are specific to the Treasurer elect. The Treasurer elect should be able to answer these questions, however any member in the contest may answer the question asked.

What are 3 duties of the Treasurer?

What is unfinished business and/or General orders?

What two officer reports are required at every chapter meeting?

What are two types of committee reports that can be presented at chapter meetings?

Which officer is responsible for collecting dues and special assessments?
Reportor Questions

The following questions are specific to the Reporter elect. The Reporter elect should be able to answer these questions, however any member in the contest may answer the question asked.

What are three duties of the Reporter?

What is the FFA mission statement?

What are two ways that new items of business are introduced at chapter meetings?

What is the official salute of the FFA?

What are the official colors of the FFA?

Which officer is charged with publishing a chapter newsletter or website?
Sentinel Questions

The following questions are specific to the Sentinel elect. The Sentinel elect should be able to answer these questions, however any member in the contest may answer the question asked.

What are three duties of the Sentinel?

Observing parliamentary procedure at meetings will ensure what four things?

The Sentinel is stationed by which symbol?

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

What is the FFA Motto?
Advisor Questions

The following questions are specific to the Advisor elect. The Advisor elect should be able to answer these questions, however any member in the contest may answer the question asked.

What are three duties of the Advisor?

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

Name other officers a chapter might elect?

What are the four types of SAE programs a member can have?
Complete Script Example

Students will line up outside the door. When called upon they will enter the door in a straight line. Students will then take their seats at their respective stations. The Secretary will go over and get the Abilities and Items of Business sheet and return to their respective station. The President will tap the gavel once and everyone (excluding the President) will be seated.

President: "The meeting room will come to order. We are now holding a meeting of the Highland FFA Chapter. Mr./Mdm. Vice President, are all officers at their stations?"

Vice President: (Rising and facing the president) "I shall call the roll of officers, determine if they are at their stations and report back to you, Mr./Mdm. President.

Vice President: (Calling roll of officers) "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 open to our friends at all times 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 the Virgin Islands and from the state of Maine to Hawaii."

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.

"Mr./Mdm. 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 require me to assist at all times 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. Mr./Mdm. President, all officers are at their stations."

President: (Rises and faces the vice president) "Thank you, Mr./Mdm. Vice President." (All take seats at tap of gavel.) FFA members, why are we here?" (All members stand at three taps of gavel.)
All members in unison: "To practice brotherhood, honor agricultural opportunities and responsibilities and develop those qualities of leadership which an FFA member should possess." (All are seated at one tap of gavel)

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

President: Mr/Mdm. Secretary, What is our first ability and item of business?

Secretary: Mr/Mdm. President: Our first ability is to receive and dispose of a main motion and our first item of business is to host a FFA Back to School BBQ.

President: Thank you Mr/Mdm. Secretary
Our first ability is to receive and dispose of a main motion and our first item of business is to host a FFA Back To School BBQ.

What is the pleasure of the group?

Member 1 stands up: Mr/Mdm President!

President: States members name

Member 1: I move that we host a FFA Back to School BBQ.

President: Is there a second?

Member 2 stands up: I second.

President: "It has been properly moved and seconded to host a FFA Back to School BBQ. Is there any discussion?"

Member 3 stands up: Mr/Mdm. President!

President: States members name.

Member 3: I think a Back to School BBQ would be a great opportunity to kick off the school year.

Member 4 stands up: Mr/Mdm. President!

President: States members name.
**Member 4:** I think we should invite all FFA members and their families.

**Member 5** stands up: Mr/Mdm. President!

**President:** States members name.

**Member 6:** I agree. Let's invite all members and their families.

**President:** "Is there any further discussion? *3 times.* Seeing no further discussion, we shall proceed to vote, all in favor of hosting a FFA Back to School BBQ say "aye".

Those opposed same sign.

"The motion to restate the motion CARRIES. The chapter WILL host a FFA back to School BBQ".

One Tap of the gavel.

**President:** "Ability demonstrated. Mr/Mdm. Secretary, What is the next Ability and Item of business?"

**Secretary:** Our second Ability is To Table a Motion and our second Item of Business is to go on a FFA Ski Trip.

**President:** Thank you Mr/Mdm. Secretary, our second ability is to table a motion and our second item of business is to go on a FFA Ski Trip.

What is the pleasure of the group?

**Member 1** stands up: Mr/Mdm President!

**President:** States members name

**Member 1:** I move that we go on a FFA Ski Trip.

**President:** Is there a second?

**Member 2** stands up: I second.

**President:** "It has been properly moved and seconded to Go on a FFA Ski Trip. Is there any further discussion?"
Member 3 stands up: Mr/Mdm. President!

President: States members name.

Member 2: I think we should go to Colorado for a ski trip!

Member 4 stands up: Mr/Mdm. President!

President: States members name.

Member 4: Where will we get the funding for this trip?

Member 5 stands up: Mr/Mdm. President!

President: States members name.

Member 5: Can all FFA members go on this trip?

Member 3 stands up: Mr/Mdm. President!

President: States members name.

Member 3: "Mr/Mdm President, since there are many unanswered questions, I move to refer this to the Chapter Development Committee.

President: "Is there a second?

Member 4: I second.

President: It has been properly moved and seconded to refer going on a FFA Ski Trip to the Chapter Development Committee. This is both debatable and amendable, is there any discussion?

Member 1 stands: Mr/Mdm. President!

President: States members name.

Member 1: I think it would be a good idea to refer this to the Chapter Development Committee. We clearly have too many unanswerable questions right now.
President: "Is there any further discussion *3 times.* Seeing no further discussion, we shall proceed to vote, all in favor of referring the motion of going on a FFA Ski Trip to the Chapter Committee say aye. Those opposed same sign.

The motion to refer going on a FFA Ski Trip CARRIES. The chapter WILL refer the motion of going on a FFA Ski Trip to the Chapter development Committee.

One Tap of the gavel.

"Madam Secretary, have you a record of any further business to be transacted?"s

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 no answer, proceed as follows.)

"We are about to adjourn this meeting of the Highland 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 guests, join me in a salute to our flag."

(Tap three times with gavel to call members to stand, face the flag at the reporter's station and, with their right hands over their hearts, repeat the following salute.)

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." (Tap once with gavel and the meeting is adjourned.)

All members turn and face the judges. One member will say "Judges, we are now ready for questions."

Judge: Which officer appoints committees and serves on them as ex-officio (non-voting) member?

Member 1: Mr./Mdm Judge, the office that appoints committee and serves on them as ex-officio or non voting member is the President.
Judge: What are the five degrees the FFA can bestow upon a member?

Member 2: Mr./Mdm Judge, the five types of degrees that the FFA can bestow upon a member are: Discovery Degree, Greenhand Degree, Chapter Degree, State Degree, and American Degree.

Judge: Which officer is responsible for collecting dues and special assessments?

Member 3: Mr./Mdm Judge, the officer responsible for collecting dues and special assessments is the Treasurer.

Judge: What is the FFA mission statement?

Member 4: Mr./Mdm Judge, the FFA mission statement is “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.”

Judge: What are the parts of the “Three Circle Model” of agricultural education?

Member 5: Mr./Mdm Judge, the parts of the agriculture education Three Circle Model are - Classroom/Lab Instruction, FFA, and SAE

Students will then one by one leave their positions, form a line and walk out the door.
Oral Questions Answers

General Questions

List all of the parts of the National FFA Emblem and their symbolism.
- Cross section of an ear of corn = Unity
- Rising sun = Progress
- Plow = Labor and tillage of the soil
- Eagle = Freedom
- Owl = Knowledge
- Agricultural Education and FFA = Learning and leadership necessary for progressive agriculture

What are the ten essentials of a successful chapter?
1. FFA knowledge
2. Challenging Program of Activities (POA)
3. Membership diversity
4. Shared responsibilities
5. Capable officers
6. Workable constitution and bylaws
7. Proper equipment and records
8. Well-planned, regularly held chapter meetings
9. Adequate financing
10. School and community support

What are some additional officers that a chapter might elect?
- Historian
- Parliamentarian
- Chaplain

What is the established order of business that should be followed at a chapter meeting?
1. Opening ceremonies
2. Reading and approval of minutes
3. Reports of officers, boards, and standing committees
4. Reports of special committees
5. Special orders
6. Unfinished business and general orders
7. New business
8. Special features
9. Degree and officer ceremonies
10. Announcements
11. Closing ceremonies
12. Entertainment, recreation, and or refreshments

What are general duties all chapter officers are expected to do?
- A genuine desire to be part of a leadership team
- A willingness to accept responsibility
- A sincere desire to work with all chapter members in meeting their leadership, personal and chapter goals
- A commitment to lead by example
- A knowledge and understanding of the chapter, state, and national FFA constitutions, bylaws, and programs
- A working knowledge of parliamentary procedure
- An ability to memorize their parts in the official ceremonies. There are specific duties and responsibilities that relate directly to each office

Please identify 7 of the 11 points in the FFA Code of Ethics.
1. Develop my potential for leadership, personal leadership, person growth, and career success
2. Make a positive difference in the lives of others
3. Dress neatly and appropriately for the occasion
4. Respect the rights of others and their property
5. Refraining from loud, boisterous talk, swearing, and other unbecoming conduct
6. Communicate in an appropriate, purposeful and positive manner
7. Demonstrate good sportsmanship by being modest in winning and generous in defeat
8. Make myself aware of FFA programs and activities and be an active participant
9. Conduct and value a Supervised Agricultural Experience (SAE Program)
10. Strving to establish and enhance my skills through agricultural education in order to enter a successful career
11. Appreciate and promote diversity in our organization
Oral Questions Answers

President Questions

What are the four duties of the President?
1. Presides over meetings according to accepted rules of parliamentary procedure
2. Appoints committees and serves on them as an ex-officio, non-voting member
3. Coordinates the activities of the chapter and evaluates the progress of each division of the POA
4. Represents the chapter in public relations and at official functions

Please describe proper official dress for females.
- Black skirt
- White collared blouse
- Official FFA blue scarf
- Black dress shoes with a closed heel and toe
- Black nylon hosiery
- An official FFA jacket zipped to the top
- Degree chain with State or American FFA Degree

Please describe proper official dress for males.
- Black slacks
- White collared shirt
- Official FFA necktie
- Black dress shoes
- Black socks
- An official FFA jacket zipped to the top
- Degree chain with State or American FFA Degree

When would the presiding officer use one tap of the gavel?
- Follow the announcement of adjournment
- At the completion of a business item
- It is a message to members to be seated

When would the presiding officer use two taps of the gavel?
To call the meeting to order.

Which officer appoints committees and serves on them as ex-officio (non-voting) member?
President

What does three taps of the gavel signal?
A signal to all members to stand in unison on the third tap during opening and closing ceremonies.

What does a series of sharp taps of the gavel signify?
To reconvene as a group and to be silent
Oral Questions Answers
Vice President Questions

Name three responsibilities of the Vice President.
- Assumes all duties of the president if necessary
- Develops the POA and serves as an ex-officio, nonvoting member of the POA committees
- Coordinates all committee work
- Works closely with the president and FFA advisor to assess progress toward meeting chapter goals

What are the three divisions of a Program of Activities?
1. Student Development
2. Chapter Development
3. Community Development

How many quality standards can be found within each division of the Program of Activities?
Five

What are the purposes of a well-developed Program of Activities?
Defines chapter goals and outlines steps needed to meet those goals. Second, it is a written guide that provides administrators, advisory committees, alumni, and others with a calendar of events the chapter will follow in the year ahead. Also, a well-planned POA will:
- Ensure that chapter activities meet the needs of the members
- Provide direction year to year
- Provide experience in planning
- Serves as a reference point throughout the year

Which office is responsible for coordinating all committee work?
Vice President
Oral Questions Answers
Secretary Questions

What are three duties of the Secretary?
- Prepares and posts the agenda for each chapter meeting
- Prepares and presents the minutes of each chapter meeting
- Places all committee reports in the secretary's file
- Is responsible for chapter correspondence
- Maintains member attendance and activity records and issues membership cards
- Has on hand for each meeting:
  - Secretary's file
  - Copy of POA, including all standing and special committees
  - Copy of the chapter constitution and bylaws

What are the five degrees the FFA can bestow upon a member?
Discovery
Greenhand
Chapter
State
American

What is the reason for FFA Chapters to follow the proper order of business at chapter meetings?
- Provide the efficient transaction of business and encourage attendance at all chapter meetings.

What are the four types of FFA membership?
1. Active FFA members
2. Collegiate FFA members
3. Alumni membership
4. Honorary membership

Name the four items that the Secretary should have on hand at each meeting.
1. Official secretary book
2. Copy of the POA
3. Official manual and student handbook
4. Copy of the constitution and bylaws.
Oral Questions Answers
Treasurer Questions

What are 3 duties of the Treasurer?
- Receives, records, and deposits FFA funds/issues receipts
- Presents monthly treasurer’s reports at chapter meetings
- Collects dues and special assessments
- Maintains neat and accurate treasury records
- Prepares and submits the membership roster and dues to the National FFA through the State FFA office
- Serves as finance committee chair

What is unfinished business and/or General orders?
Motions that were postponed to the present meeting and motions that were laid on the table.

What are two types of committee reports that can be presented at chapter meetings?
Standing and special

Which officer is responsible for collecting dues and special assessments?
Treasurer

What two officer reports are required at every chapter meeting?
Secretary and Treasurer
Oral Questions Answers
Reporter Questions

What are three duties of the Reporter?
- Serves as public relations committee chair
- Plans public information programs with local radio, television, newspaper, and service clubs and makes use of other opportunities to tell the FFA story
- Releases news and information to local regional news media
- Publishes a chapter newsletter or website
- Prepares and maintains a chapter scrapbook
- Sends local stories to area, district, and state reporters and to any school publications
- Sends articles and photographs to FFA New Horizons and other national and regional publications

What is the FFA mission statement?
FFA makes a positive difference in the lives of students by developing their potential for premier leadership, person growth, and career success through agricultural education

What are two ways that new items of business are introduced at chapter meetings?
1. Items for consideration that are on the meeting agenda
2. Other items introduced by members that aren't on the agenda

What are the official colors of the FFA?
National Blue Corn Gold

What is the official salute of the FFA?
Pledge of Allegiance

Which officer is charged with publishing a chapter newsletter or website?
Reporter
Oral Questions Answers
Sentinel Questions

What are three duties of the Sentinel?
- Assists the president in maintaining order
- Keeps the meeting room, chapter equipment, and supplies in proper condition
- Welcomes guests and visitors
- Keeps the meeting room comfortable
- Takes charge of candidates for degree ceremonies
- Assists with special features and refreshments

The Sentinel is stationed by which symbol?
The Door

Observing parliamentary procedure at meetings will ensure what four things?
1. Ensures that one item is addressed at a time
2. Courtesy is extended to everyone
3. The majority rules
4. The rights of the minority are protected

What three medals may only be worn on the FFA jacket?
1. The highest degree earned
2. The highest office head
3. The highest award earned by the member.
Oral Questions Answers
Advisor Questions

What are three duties of the Advisor?
- Supervises chapter activities year-round
- Informs prospective students and parents about FFA
- Instructs students in leadership and personal development
- Builds school and community support for the program
- Encourages involvement of all chapter members in activities
- Prepares students for involvement in career development events (CDEs) for leadership programs

What are the parts of the “Three Circle Model” of agricultural education?
1. Classroom/Lab instruction
2. FFA
3. Supervised Agricultural Experience (SAE)

Name other officers a chapter might elect?
- Historian
- Parliamentarian
- Chaplain

What are the four types of SAE programs a member can have?
1. Entrepreneurship
2. Placement
3. Ag research and experimentation
4. Exploratory
Citations

