

Parliamentary Procedure CDE

- Brief Overview of Contest in NC
 - 6 people to a team (officer positions). President is chair, secretary takes minutes. Can have a student advisor but they do not participate in “business” part of meeting; only opening/closing ceremonies.
 - 5 possible subjects, judges will pick 1. All discussion and motions must relate to that topic.
 - 15 possible parliamentary abilities, judges will pick 5 to be demonstrated. All five will be circled but one highlighted for each officer indicating the one they are responsible for demonstrating (president won’t have a highlighted ability).
 - **Federation/Region Level/First round at States Setup:** 15 minutes to demonstrate including Opening and Closing Ceremonies. Timekeeper stands at 12 mins for a 3 minute warning and then again at 15 mins and will remain standing (major points are lost at this time). Tip- begin wrapping up meeting when the timekeeper stands the first time.
 - **Final round at State:** Same setup of ability sheet (1 subject, 5 abilities w/one highlighted). DO NOT demonstrate Opening and Closing Ceremonies (refer to chapter guide with how to start meeting). 12 minutes to demonstrate- timekeeper stands at 9 mins and 12 mins. After demonstration, team is asked a set of oral questions from the judges. One question for each member based on their ability, a question to the chair, and then at least 2 to 3 “team questions” that anyone can answer.
 - At the state level, all teams will take a 25 multiple choice question test as well. This will be before the first round of demonstrations.
 - **Middle School Competition**
 - 3 subjects and 12 abilities. 12 minutes before the competition instead of 15
 - Competition is basically the same with the exception that team members will NOT be assigned abilities to perform, and they have fewer abilities to know, therefore less time in demonstration
- Helpful Hints
 - Set a goal as a team- can be very basic or complex. You’ve got to start somewhere and as cliché as it sounds, Rome wasn’t built in a day.
 - Look at the scorecard to understand where points are coming from- Discussion is key!!!!
 - The most obvious things aren’t always the most obvious- read Robert’s Rules of Order
 - Secretary’s Minutes- Guidelines in Chapter Guide on pg. 14.
 - Make sure you have a copy of the most recent Robert’s Rules of Order (RONR) to use as a reference.
 - “The How in Parliamentary Procedure”, Kenneth L. Russell, The Interstate Printers and Publishers, Inc., Danville, Illinois. – This is helpful both in understanding parliamentary laws (puts RONR in simpler terms) and the set up for the secretary’s minutes. I got my copy used from Amazon.
 - Oral Questions and Knowledge Test help
 - Past NC FFA Parli. Pro tests on <https://ncffa.org/resources/career-development-events-practice-tools/>
 - Study the Table of Motions and know what abilities are privileged motions, subsidiary motions, etc.
 - Practice, Practice, PRACTICE- This is key. If you do not practice, you will not be successful in this contest. All CDE teams require practice and dedicated members but this one does more so than others. If one member is absent, it makes it almost impossible to practice. Set clear expectations from the beginning. As the advisor pick subject and abilities and then let the team go through it and write notes as they “meet”. Record the meetings as well and have them watch themselves. They will be more critical of themselves than you might be.
 - Know Opening and Closing Ceremonies- These are “easy” points that can sometimes be overlooked.
 - Be careful showing students the videos of the National contest. It is very different than our contest and can be overwhelming. Could be useful for help on discussion or understanding an ability but definitely issue a warning to team.

- Invest in page protectors for practice- you can slide an ability sheet in these and use an expo marker to mark the subject and abilities and then can erase later.
- Clarification on abilities? (Ex. What does rescind mean? Etc.)
- Teaching Parli. Pro. In Class
 - Utilize the worksheets in the course guides that you can fill in the Table of Motions
 - Do a mock meeting in class but to make sure things run smoothly, use note cards to assign each student in class a job and then number them so they know what order to go in. As the teacher, chair the meeting and keep up with what number card you should be on. I require that each motion made is to be discussed twice before voting and that everyone has to discuss at least one time in addition to doing what is on their notecard.

Questions? Feel free to contact me!

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