

Name:	Subject Area:
Age/DeMolay Knowledge	Estimated Time: 45 minutes
Date: 1/3/2017	Lesson Type: Educational/Simulation
Lesson Title: Robert's Rules of Order (RRO)	
Brief Overview: <i>Overview of Lesson (what this lesson is about) with big ideas and essential questions:</i>	
To teach DeMolays the basics of Robert's Rules of Order as well as to reinforce these lessons to DeMolays that have learned them before so that they can use them at the Congress session	
Prior Knowledge Required: <i>including vocab, preconceptions and misconceptions</i>	
No prior knowledge required. We will be teaching RRO from the ground up. A basic familiarity with RRO will help the members.	
Misconceptions: RRO is difficult to understand. RRO is unnecessary.	
Preconceptions: I can't learn RRO. I've tried before, but it hasn't worked.	
Resources:	
<ul style="list-style-type: none"> • Resources & tech used for prep <ul style="list-style-type: none"> ○ Constitution of MA DeMolay or other official document ○ Access to guides concerning RRO • Materials used during the lesson <ul style="list-style-type: none"> ○ A digest version of RRO and motions (Multiple copies) ○ A pen ○ A blank packet of paper ○ The Constitution of MA DeMolay or other official document ○ Whiteboard/notepad with markers • Technology used during lesson <ul style="list-style-type: none"> ○ None 	
Objectives:	
<ul style="list-style-type: none"> • Content <ul style="list-style-type: none"> ○ <i>6 Steps to making a motion</i> <ul style="list-style-type: none"> ▪ One member makes a motion ▪ One member seconds the motion ▪ The chair repeats the motion ▪ Members debate the motion. One at a time. ▪ The chair counts positive votes and negative votes ▪ The chair declares whether the motion passed or failed <ul style="list-style-type: none"> • The chair then moves to the next piece of business ○ <i>Majorities</i> <ul style="list-style-type: none"> ▪ Majority is important ▪ Two types <ul style="list-style-type: none"> • One Half Plus One <ul style="list-style-type: none"> ○ Insures most people agree and are on the same page ○ If you don't vote (Abstain) you don't count toward majority <ul style="list-style-type: none"> ▪ As if you weren't there • Two Thirds 	

- Insures even more people agree
- Used for the most important motions
 - Votes are counted just like in Half Plus One
- ***Point of Information***
 - When you want to ask the chair a question
- ***Point of Order***
 - When someone breaks RRO
- ***Division***
 - When it seems like the vote is close, calling division will:
 - Force the chair to recount the vote
 - Cannot be done by voice
 - Must be by standing or show of hands
- ***Amending a motion***
 - Three ways
 - Insert
 - Just adds words into motion
 - Strike-Out
 - Just removes words from motion
 - Strike-Out and Insert
 - Removes words, then adds words
 - Amending a motion is a motion!
 - Also follows the six steps above!
- Skills
 - Members will understand RRO
 - Members will be able to participate more readily at Congress
 - Members will be able to participate more readily in meetings

Instructional Sequence:

- *Begin the lesson by designing a fun and flashy, Engaging Experience to interest students in the topic*
 - Place one copy of the Constitution/Official Document, the packet of blank printer paper, and one pen on a table in the room. It is preferred that these are placed on a table where no members are sitting.
 - Instruct the members that they will have ten minutes to draft a new constitution.
 - Assure them that it does not need to have flowery language.
 - Simple sentences and bullet points will work.
 - They will not have enough time to make a completely new document, and that is ok
 - The crux of this exercise is to observe how the members conduct themselves
 - Have all advisors and instructors leave the room except for one or two depending on the size of the group
 - While the members work on this task, the instructors/advisors still present in the room should sit silently and observe, not answering any questions
 - Here are some behaviors in particular to look out for:
 - Is everyone participating?
 - Is the pen changing hands?

- Are members talking over each other?
 - How do they resolve when they have different opinions?
 - Is there any discussion about what is being written? Or is one person just writing?
 - Does anything get written down that doesn't seem to be the prevailing popular opinion?
 - Do they spend a lot of time discussing something that has already been decided?
 - Do members ask the instructors any questions about the document? Do they ask each other?
 - Are those questions answered?
 - Was anyone behaving in a way they shouldn't?
 - If popular opinion was mixed, did they take a vote?
 - If they did, did they raise their hands? Or was it verbal?
 - Did they change anything after it was written?
 - How did they do it?
 - Strike-Out, Add-In, Both
 - After the allotted time, take a second to read through their drafted document, or lack thereof.
 - Each of the above behaviors corresponds to one aspect of RRO that will be taught in the rest of the class.
- *Develop the lesson by describing activities, probing questions, and how you will foster interaction you expect between students and teacher, students and materials and students and other students*
 - The previous exercise was one to showcase the need for rules and order when drafting anything important.
 - If the members cooperated and worked efficiently, congratulate them
 - They must have had some organizational method, use this as a stepping stone to explain that:
 - When DeMolay holds meetings/legislation the organization method used is RRO
 - It is a standard form of organization used by the United Nations
 - It is actually efficient, when everyone understands it
 - If they were unable to effectively work together, ask how they could have achieved their goal.
 - Each of the behaviors above should be tied in to the content in the following manner:
 - Is everyone participating?
 - The document governs everyone, so everyone should have a say
 - **Abstentions**
 - By not participating, those members have no say in what will govern them
 - Is the pen changing hands?
 - One member leading causes more efficiency
 - Physically spend less time passing the pen around and more time writing
 - Are members talking over each other?
 - In RRO only one person makes a motion, or seconds it, or discusses it at a time
 - Only one person should be talking in RRO so it is easier to hear and understand ideas
 - **6 Steps to make a motion**
 - **Discussion**
 - How do they resolve when they have different opinions?
 - **6 Steps to make a motion**
 - **Discussion**
 - **Voting**

- Is there any discussion about what is being written? Or is one person just writing?
 - RRO makes sure member's voices can be heard
 - **6 Steps to make a motion**
 - **Discussion**
 - Does anything get written down that doesn't seem to be the prevailing popular opinion?
 - This shouldn't happen in an official meeting
 - **6 steps to make a motion**
 - **Voting**
 - Happens when chair/leader moving on too soon from discussion
 - Do they spend a lot of time discussing something that has already been decided?
 - **6 Steps to make a motion**
 - **Discussion wasn't finished before the chair moved on**
 - Do members ask the instructors any questions about the document? Do they ask each other?
 - Are those questions answered?
 - **Point of Inquiry**
 - A way to ask questions in RRO
 - Also a way to ensure that an answer is gotten
 - Was anyone behaving in a way they shouldn't?
 - This is what a **Point of Order** is for
 - Made one someone breaks the rules
 - Made when someone isn't having decorous conduct
 - If popular opinion was mixed, did they take a vote?
 - If they did, did they raise their hands? Or was it verbal?
 - **Division**
 - When someone thinks the vote is close, it's a way to ensure that the right call is made
 - Did they change anything after it was written?
 - How did they do it?
 - Strike-Out, Add-In, Both
 - These are the ways to **amend** a motion
 - If not all of the points listed in content are covered, cover them now.
- *Closure/Review/Wrap Up Complete the lesson in a way that students can articulate and celebrate what they have learned and accomplished*
 - Review briefly the **6 Steps to Make a Motion**
 - See if the members can list them
 - At this point hold a mock legislation session
 - Call Item: "This Jurisdiction of the Order of DeMolay in Massachusetts is hereby named 'The Commonwealth of Massachusetts, Order of DeMolay'."
 - Ask if anyone wants to make a motion
 - The phrase "So moved" means nothing, and is not proper procedure. They must state the whole motion.
 - Follow the 6 Steps
 - Entertain the Amendment "This Jurisdiction of the Order of DeMolay in Massachusetts is hereby named 'The Commonwealth of Massachusetts, ~~Order of DeMolay~~'."
 - Follow the 6 Steps
 - Answer any questions about RRO that arise

Evidence of Learning/Assessment: *What strategies and tools will you use to determine how well students have accomplished the objectives you have set for them . What will you be looking for as student performance? How will you collect this data. (after completing a lesson you will need to BOTH present and analyze the assessment data which you collected AND reflect on your performance and success of the lesson.*

To show evidence of learning as well as to offer practice, a few mock motions will be performed. One will be a basic motion, the second will include an addition to the motion.

Notes