

## Mental Health Breakout:

1. Assign Roles:
  - a. Timekeeper (10 minutes to answer breakout questions)
  - b. Writer
  - c. Facilitator
2. Facilitate discussion about the breakout questions for 10 minutes. Then they will be sent back to the main room to give a 1 min recap of their discussion. The writer will present. During discussion, make sure each student fills out the [Google Form](#).
3. Here are the questions for discussion:
  - a. (The questions are all on the form)
  - b. Here are the main questions to answer:
    - i. How do you cope with stress?
    - ii. How can perspective help us understand others around us?

# What is TSA?

- After the presentation, within your chapter think about what TSA is and what it means to you.
- After the prior activity is done within the breakout group answer the question of what TSA is in one word. Within the chapters assign a:
  - Facilitator (someone who starts the discussion)
  - Writer (Write down all of the important aspects of the conversation)
  - Timekeeper (after 5-10 minutes the conversations will be done and the chapters will be sent back to the main room)
- Think about the main questions

What is TSA in one word?

Why join TSA?

What does TSA mean to you?

**When time runs out, we will all go back to the main group and shared out the one word that each chapter thought described TSA. Each chapter must assign one person to present the ideas and word chosen to the entire group.**

# Degree Program

- After being split into the breakout groups from watching the video, think about, with your chapter, to answer the following question.
  - What degree program do you plan on completing this year?
- Once again assign someone as a:
  - Facilitator
  - Timekeeper
  - Writer

After 5 minutes you will be given about 20 minutes to get a head start on the degree program you plan on completing!

Link for the forms:

<https://motsaweb.org/wp-content/uploads/2020/11/Missouri-TSA-Leadership-Degree-Program-Booklet.pdf>

# Committees

- After the presentation, load up the gimkit. The host screen will need to be shared. The link for the host is found [here](#). The link that needs to be shared with the chapter members in your group is found [here](#). This activity should be able to last **10** minutes. We personally recommend the among us-based “Trust No One” mode.
- After the Gimkit game, within your chapter, facilitate discussion for the worksheet and assign roles:
  - ❑ Facilitator (someone who starts the discussion)
  - ❑ Writer (Write down all of the important aspects of the conversation)
  - ❑ Timekeeper (After allowing **5** minutes of time to work on the worksheet, move on to **5** minutes of chapter-to-state officer idea pitch time, then spend **10** minutes improving and re-discussing.)
    - ❑ Ex: giving advice, and critiquing
- Think about the main questions throughout the Breakout:
  - [What are the strengths of having a committee?](#)
  - [Why do you need a committee?](#)
  - [What committees mean the most to you?](#)

**When time runs out, we will all go back to the main group to discuss, pitch, and present the proposed committee. Each chapter must assign one person to present the ideas and**

**committee chosen to the entire group. This should take roughly 10 minutes in total, or 1 minute per presentation.**

# Committees Breakout Activity Page

Chapter Name:

1. Identify a problem in your community. Summarize the problem in two to three sentences.
2. Name and describe a committee that could solve that problem.
3. Identify a chairperson or acting chairperson for this committee
4. Build and list members of this new committee.
5. Explain one goal this committee will achieve in the new six months. Why is it a good goal for *this* chapter?

6. How will you achieve this goal? List three practical steps.

7. Create a memorable and fun motto to befit your committee. Explain this motto in 1-2 sentences.

# Offices

- After being split into the breakout groups, use the link below to play the link below

- <https://quizizz.com/pro/join>

50128324 (this is the game code to join and play the quizizz)

- After playing the quizizz think with your chapter to answer the following question.
  - What are the duties of the officers in your chapter and what do they do?
  - Are there any offices you would like to hold or be best at?
  - Are there any state offices you would like to hold? Which one would you be best at?
  - Assign the Facilitator, writer, and timekeeper (then select a person to present the ideas you created to the whole group)
- Assign a presenter who will present the following information:
    - Which offices do you have in your chapter?
    - Do you assign new duties to officers? If so, why?
    - Did you have any people interested in running for state office? If so, which office?
    - 15 minutes to discuss (each presenter plans on one-minute presentation)



# Meeting Agendas

- After being split into the breakout sessions alongside your chapter you're going to work together to solve the following problem.
  - ★ Create an agenda that could be used in one of your upcoming meetings. This could include anything from future meetings to fundraising.
  - ★ Assign your members/officers as the following roles.
    - A Facilitator
    - writer
    - Timekeeper

**Take about 15 minutes to make this agenda and what it entails.**

- Once those agendas are created we will all go back to the main room and share out our ideas so other chapters to hear some of the ideas from fellow members.
- Remember to assign one or two people to present this agenda to the group so we can all learn about meeting agendas together.

Assign a member to share their agenda with the group (1 minute each)

# Parliamentary Procedure

- After the presentation, Lynh and Tiffany will answer any questions (general questions or what to do in certain scenarios).
- Do a final review via [kahoot](#)
  - If more than half of the members get a question wrong, explain the solution and its purpose

10 minutes for Kahoot

- Tiffany leads a practice meeting with 80+ member group (new business: create a fundraising event) and have members volunteer to make a motion, debate, etc.
- Have 80+ group breakout and practice running their own meeting
  - Each runs a business meeting using the agenda they created
  - Basic motion and second “I move...”
  - Debate, each debater “I speak in favor *or* I speak against then says why”
  - Make sure no one debates twice before everyone who wants to debate has debated once.
  - If not more debate then vote. If someone moves previous question (or to close debate) then you vote.
  - Don’t worry about opening or closing ceremonies
  - Talk to groups about things that should be referred to committees. Any large event that requires planning or research. Can give committee power to act or ask them to report back.

(20 minutes)

## *Parliamentary Motions Guide*

Based on *Robert's Rules of Order Newly Revised (11<sup>th</sup> Edition)*

The motions below are listed in order of precedence. Any motion can be introduced if it is higher on the chart than the pending motion.

<b>YOU WANT TO:</b>	<b>YOU SAY:</b>	<b>INTERRUPT?</b>	<b>2<sup>ND</sup>?</b>	<b>DEBATE?</b>	<b>AMEND?</b>	<b>VOTE?</b>
§21 Close meeting	I move to <b>adjourn</b>	No	Yes	No	No	Majority
§20 Take break	I move to <b>recess</b> for	No	Yes	No	Yes	Majority
§19 Register complaint	I rise to a <b>question of privilege</b>	Yes	No	No	No	None
§18 Make follow agenda	I call for the <b>orders of the day</b>	Yes	No	No	No	None
§17 Lay aside temporarily	I move to <b>lay</b> the question <b>on the table</b>	No	Yes	No	No	Majority
§16 Close debate	I move the <b>previous question</b>	No	Yes	No	No	2/3
§15 <b>Limit or extend debate</b>	I move that debate be limited to ...	No	Yes	No	Yes	2/3
§14 <b>Postpone to a certain time</b>	I move to postpone the motion to ...	No	Yes	Yes	Yes	Majority
§13 <b>Refer to committee</b>	I move to refer the motion to ...	No	Yes	Yes	Yes	Majority
§12 Modify wording of motion	I move to <b>amend</b> the motion by ...	No	Yes	Yes	Yes	Majority
§11 Kill main motion	I move that the motion be <b>postponed indefinitely</b>	No	Yes	Yes	No	Majority
§10 Bring business before assembly (a <b>main motion</b> )	I move that [or "to"] ...	No	Yes	Yes	Yes	Majority

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Side 1

# Leadership Style Test

After the presentation, share the link to the leadership style test.

The link is found [here](#)

- . This activity should take less than 5 minutes. While they are taking the test, within your chapter, facilitate discussion for the test and assign roles:
  - ❑ Facilitator (someone who continues the discussion)
  - ❑ Writer (Write down all of the important aspects of the conversation)
  - ❑ Timekeeper (After allowing 2 minutes of time to work on the test, move on to 2 minutes of discussion on the two worksheets. If your chapter group has completed this personality test prior to the breakout session, jump straight into discussion.)
    - ❑ Think about these 4 main questions throughout the Breakout:
      - What are the strengths associated with your leadership style? Do they apply to you? How so?
      - What are the weaknesses associated with your leadership style? Do they apply to you? How so?
      - Do any of the strengths/weaknesses of your chapter mates differing leadership styles also apply to you? How so?

- How is it useful to acknowledge these strengths and weaknesses?

# Leadership Style Test Report—Individual

Your Name:

Chapter Name:

1. List your leadership style test result and its meaning.
2. List 3 examples of famous—and real—people who share this leadership style with you.
3. List the character strengths associated with this leadership style. Which apply to you?
4. List the weaknesses associated with this leadership style. Which apply to you?
5. What professional habits are associated with this leadership style. Do you share any of these habits?



# Personality Test

- After the presentation, share the link to the personality test. The link is found [here](#). This activity should take less than 5 minutes. While they are taking the test, within your chapter, facilitate discussion for the test and assign roles:
  - ❑ Facilitator (someone who continues the discussion)
  - ❑ Writer (Write down all of the important aspects of the conversation)
  - ❑ Timekeeper (After allowing 2 minutes of time to work on the test, move on to 2 minutes of discussion on the two worksheets. If your chapter group has completed this personality test prior to the breakout session, jump straight into discussion.)
    - ❑ Think about these 4 main questions throughout the Breakout:
      - What are the strengths associated with your personality type? Do they apply to you? How so?
      - What are the weaknesses associated with your personality type? Do they apply to you? How so?
      - Do any of the strengths/weaknesses of your chapter mates differing personality types also apply to you? How so?
      - How is it useful to acknowledge these strengths and weaknesses?



# Personality Test Report—Individual

Your Name:

Chapter Name:

1. List your personality test result and its meaning.
2. List 3 examples of famous—and real—people who share this personality type with you.
3. List the character strengths associated with this personality type. Which apply to you?
4. List the weaknesses associated with this personality type. Which apply to you?
5. What professional habits are associated with this personality type. Do you share any of these habits?

6. List an interesting fact about your personality type. *Hint: this can be found under "Insight of The Day".*
7. Reflect on the information you received from this test. Did you learn anything new about yourself? How do you plan to use this information in your own life?

# Personality Test Report—Chapter

Chapter Name:

1. List the personality types your chapter members received as well as their frequency.
2. Were any of these personality types particular surprising? Did any fail to match the test taker's personality?
3. Did you find any traits, strengths, or weaknesses that were particularly common in your chapter? If so, what are they?
4. Did any one person meet a particular need of the chapter? Did the traits of their personality type heavily differ from that of everyone else's? Based on this difference in personality types, how does this person best contribute to the chapter as a whole?
5. What benefit, as a leader, comes from understanding the personality types of your fellow chapter members?

6. What benefit, as a friend, comes from understanding the personality types of your peers?

7. Reflect upon this breakout session as a whole. What is the benefit associated with combining the knowledge you obtained from both your personality test and leadership test? What did your chapter learn?

# My TSA Interests

- Video Plays in main call for 1 minute
- Breakout into breakout rooms and
  - For first 3 minutes members will fill out their google doc
  - Next 5 minutes the chapter will fill out the google sheet
- Last minute everyone comes back to the main group to be reading for the next presentation

Chapter Member's Names	# of competitions interested in	Joining a Chapter Committee







# My TSA Interests – Fill out for 3 minutes

1. How many competitions do you want compete
2. Are you going to join a Chapter Committee
3. Do you plan on joining any of the State Committees  
(This year or in the future)
4. Are you planning on running for Chapter Officer
5. What about running for State Officer
6. And do want to run for National Officer after you  
are a State Officer

Once the 3 minutes are up, recorder fill  
out the google sheet for 5 minutes

# Plan of Work

- After “speech” is complete, members will break into chapter rooms for a breakout session.
- During the breakout members are to complete their own plan of work within their chapter. **10** minutes total
  - A blank P.o.W can be found [here](#). If needed it is available to print out.
- Within your chapter, facilitate discussion for the worksheet and assign roles:
  - Facilitator (someone who starts the discussion)
  - Writer (Write down all of the important aspects of the conversation)
  - Timekeeper (Allowing **5** minutes of time to work on the worksheet, then spend **5** minutes improving and discussing.)
    - Ex: giving advice, and critiquing
- Think about the main questions throughout the Breakout:
  - What's the point behind P.o.W.?
  - What's the difference between a P.o.W. and a To-Do list?
  - What is a S.M.A.R.T. goal?

When time runs out, we will all go back to the main group to discuss, pitch, and present the proposed P.o.W. Each chapter must assign one person to present the goals and a generalized sense on how they will be executed to the entire group. This should take about **10** minutes



**- 2020**

Officer Due Date	Hodges Due Date
1-Aug	15-Aug
1-Aug	15-Aug
1-Aug	15-Aug

# Competitive Events Fair

- 10 Minute Presentation in the main meet
- Break up into breakout rooms for 20 minutes
- For the first 10 minutes, the members and your breakout Officer will discuss their interests in the following:
  - What competitions they are interested in
  - Do they prefer Team or Solo competitions
  - Do they prefer On-Site or Prepared competitions
- For the next 10 minutes, the chapter will work together on making a 1-2 minute presentation over their **OWN** tips for choosing and dominating in the right event.
- Return to the Main meet and each chapter will present for 1-2 minutes (Roughly 15 minutes)
- For the next 10 minutes, the members will play a GimKit over event prep – The winner gets a prize
- Last 5 minutes, Alex and Charles will introduce the next activity (also a buffer for the GimKit in case the presentations go overtime)



































































































































































































































***Congratulations! You made it to the hidden section of this document! If you manage to fit the phrase "The whole shaboodle" in your presentation, Charles will put on a cool hat.***

*Aren't easter eggs fun? Especially when they come with no monetary value?*





