

# CALENDAR CONUNDRUM: INFORMATION FOR TEACHERS



## Activity Options (Elementary)

**Day of the Week:** Monday

**Timeframe:** 7:30 am to 7:30 pm

**Timing:** The agenda template has been broken into 30-minute increments, but students must note the time commitment accorded to each potential agenda entry and plan accordingly.

### Individual activity and think-pair-share:

**Materials:** Each student is given an agenda template and list of potential agenda entries.

1. Each student fills in the blank agenda spaces with agenda entries as they see fit.
2. The teacher asks the following open-ended questions to stimulate reflection and discussion:

**Q1.** *Some of the agenda entries are personal or unrelated to the MLA's work. If you included any of them, why?*

**Q2.** *Look again at your choices. Are there any similarities between the agenda items you chose? If so, what might that mean?*

3. **Think-pair-share:** Students pair-up to share their completed agendas and discuss their choices.

### Small group activity (3 or 5 students per group):

**Note:** It is preferable to divide the class into groups of 3 or 5 (or any odd number) as it may be necessary for students to vote amongst themselves on which agenda entries to include.

**Materials:** The group is given one agenda template, the associated list of potential agenda entries, the associated envelope with surprise/urgent agenda entries, scissors and glue or coloured pens or pencils.

1. The group reviews the list of potential agenda entries and decides collectively which entries to include.
2. Once all agenda spaces are filled, the group opens the envelope containing surprise/urgent agenda entries.
3. The group chooses which original agenda entries to remove in order to accommodate at least 3 of these new requirements.
4. When each group's agenda is complete once again, the teacher poses one or all of the following questions to stimulate reflection and discussion.

**Q.1** *As a group, how did you decide what to include and what to leave out?*

**Q.2** *How can our personal opinions impact group decision-making?*

**Q.3** *Look again at your choices. Are there any similarities between the agenda entries you chose? If so, what might that mean?*

5. Each group nominates a student to report out to the class.

#### **Suggested Extension Activities:**

- Alone or in small groups, come up with a draft job description for an MLA. Have students include or choose from a list of competencies that will be needed to do the job.
- In small groups or as a class, explore Indigenous forms of governance and determine how priorities or notions of time might be different for Indigenous leaders, governments or communities.
- Recast the activity to center on a typical day when MLAs are in their Constituencies. Examine different priorities that might emerge in a community setting.