

CALENDAR CONUNDRUM: INFORMATION FOR TEACHERS

Activity Options (Secondary)

Day of the Week: Monday

Timeframe: 7:30 am to 7:30 pm

Timing: The agenda templates have 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 (either for an MLA or Cabinet Minister) and the associated list of potential agenda entries.

1. Each student fills in the blank agenda spaces with agenda entries as they see fit.
2. Each student answers the following open-ended questions in short written form:

Q1. *Some of the agenda entries are personal in nature (not related to the MLA's or Cabinet Minister's work). If you included any of them, why?*

Q2. *Look again at your choices. Are there any themes that emerge or 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 (either for an MLA or Cabinet Minister), the associated list of potential agenda entries, an envelope containing the associated list of surprise/urgent agenda entries, and 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 the list of 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 the agenda is complete once again, the group discusses the following questions:
 - Q.1 *As a group, how did you decide what to include and what to leave out?*
 - Q.2 *How can our personal opinions or biases impact group decision-making?*
 - Q.3 *Look again at your choices. Are there any themes that emerge or 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.