

PLANNING FOR YOUR CLASSROOM REP DAY MEETING

THINGS TO DO IN ADVANCE

- Engage students in **preparatory activities** to improve background knowledge and spark discussion about current issues.
- Review a few **reminders** on how to be an active listener.
- Plan student questions in advance and organize them in an order to ensure a variety of questions.
- Share your students' questions, along with any requests for particular topics of discussion, with the MP before the visit.
- Decide on a location and which class(es) will attend.

PREPARATION

- Consult your administration regarding the meeting and review any related policies.
- Confirm the agenda and any icebreaker activities with your MP's staffer prior to the meeting.
- Provide information about the grade level of the students and number of participants as well. The more information you share, the better prepared the MP will be.
- Let students know expectations regarding their professionalism.
- Review the **social media toolkit** to plan how to best share with your Rep Day visit online.

EVENT FORMAT

- Choose a moderator (teacher/student) to keep the visit on schedule and organized.
- Develop a format for the visit and determine the length of each portion.
- Review in advance with the MP.

FORMAT SUGGESTIONS

- For a small class size, a round-table discussion may be possible.
- For larger class sizes, consider a presentation by the MP followed by a Q&A period.
- The following is a suggested framework, based on a one-hour class visit

DEBRIEF SUGGESTIONS

After your MP visit, consider dedicating some additional class time to discussing the visit and following up with your MP to keep the conversation going.

In this **debrief** lesson, students are given a chance to share their reactions to the event, and raise any additional questions that were not addressed during the visit. The class will then create a letter that thanks the MP for their visit, and also presents 3-5 follow up questions in order to encourage an ongoing dialogue.

FRAMEWORK FOR STRUCTURING YOUR REP DAY VISIT

1	Welcome (2min)	Moderator should welcome the MP and outline the structure of the meeting.
2	Opening Introduction (3-5 min)	Brief introductory statement from the MP.
	Icebreaker Activity - Warm-up Statements (5 min)	<p>Include the MP in an icebreaker activity with the students :</p> <p><i>Four Corners (instructions on following page)</i></p> <p>Start with light, fun statements and have students move to the corner that represents their response.</p>
3	Personal questions and/or questions about the role and experience as MP (15 min)	<p>Start with short answers and personal questions to get better acquainted. For example, these could include:</p> <ul style="list-style-type: none"> → What do you like best about our riding? → Where is your favourite place to go in our riding? → Why did you want to become an MP? → How would you describe your job? → What is the most rewarding and challenging part of your job? → Do you have any memorable experiences you can share? What different roles within government have you served?
	Icebreaker Activity - Policy Statements (5 mins)	<p>Move on to more meaningful issue statements for the Four Corners activity. Ask the visiting MP to explain their choice to the group.</p>
4	Questions about current political issues (15 min)	<p>Prepare a list of questions and determine who will pose them to the MP. Select questions that relate to issues of interest, nationally and locally.</p>
5	Closing remarks (3-5 min)	Final words from the MP.
6	Thank you (2 min)	Plan a formal “Thank You” from designated students.
7	Debrief (after visit)	After the meeting, debrief with the class. Consider the ‘Put your Two Cents In’ Discussion Activity from the MP Visit Debrief and Follow-Up.

FOUR CORNERS DISCUSSION ACTIVITY

This activity requires students and the visiting MP to take a stand on a specific topic and defend their positions. It can work well as a warm-up or debriefing activity.

Before starting the activity, you can have students generate a list of statements that they want to hear their MPs stance on. These statements should be ones that someone can agree or disagree with, rather than being open-ended questions (see examples below). Have students come up with two sets of statements: one that is light and fun, and one that addresses issues they are concerned with.

1. Place signs in the four corners of the room: “Strongly Agree”, “Agree”, “Disagree”, “Strongly Disagree”. For each round, the teacher will read out a statement. Each person will choose their response by moving to the appropriate corner of the room.
2. Start with warm-up statements first in order to break the ice and get students used to the activity before moving on to more substantial issues. For the warm-up round, participants should simply move to the corner that represents their response; they do not need to explain their answers.

The teacher may choose from among the list generated by students, or one of the example statements below. Choose 4 or 5 statements for the warm-up round:

Example Warm-up Statements (approx. 5 minutes)

- PS5 is better than Nintendo Switch
- Summer is better than Fall
- LeBron James is the greatest basketball player of all time
- I consider myself to be a “Swiftie”

3. Next, move on to more meaningful issues. For this round, after participants choose their corner, select individuals from each group to provide a brief explanation of why they made their choice. Encourage participants to change corners if they are influenced by someone’s arguments.

The teacher may choose among the list generated by students, or one of the example statements below. Choose 2 or 3 statements for the second round:

Example Policy Statements (approx. 5 minutes)

- The government needs to do more to address climate emergencies
 - The voting age should be lowered to 16
 - Young people shouldn’t be allowed to use social media until they’re 14
4. Finally, ask the visiting MP to explain their choice to the group.