

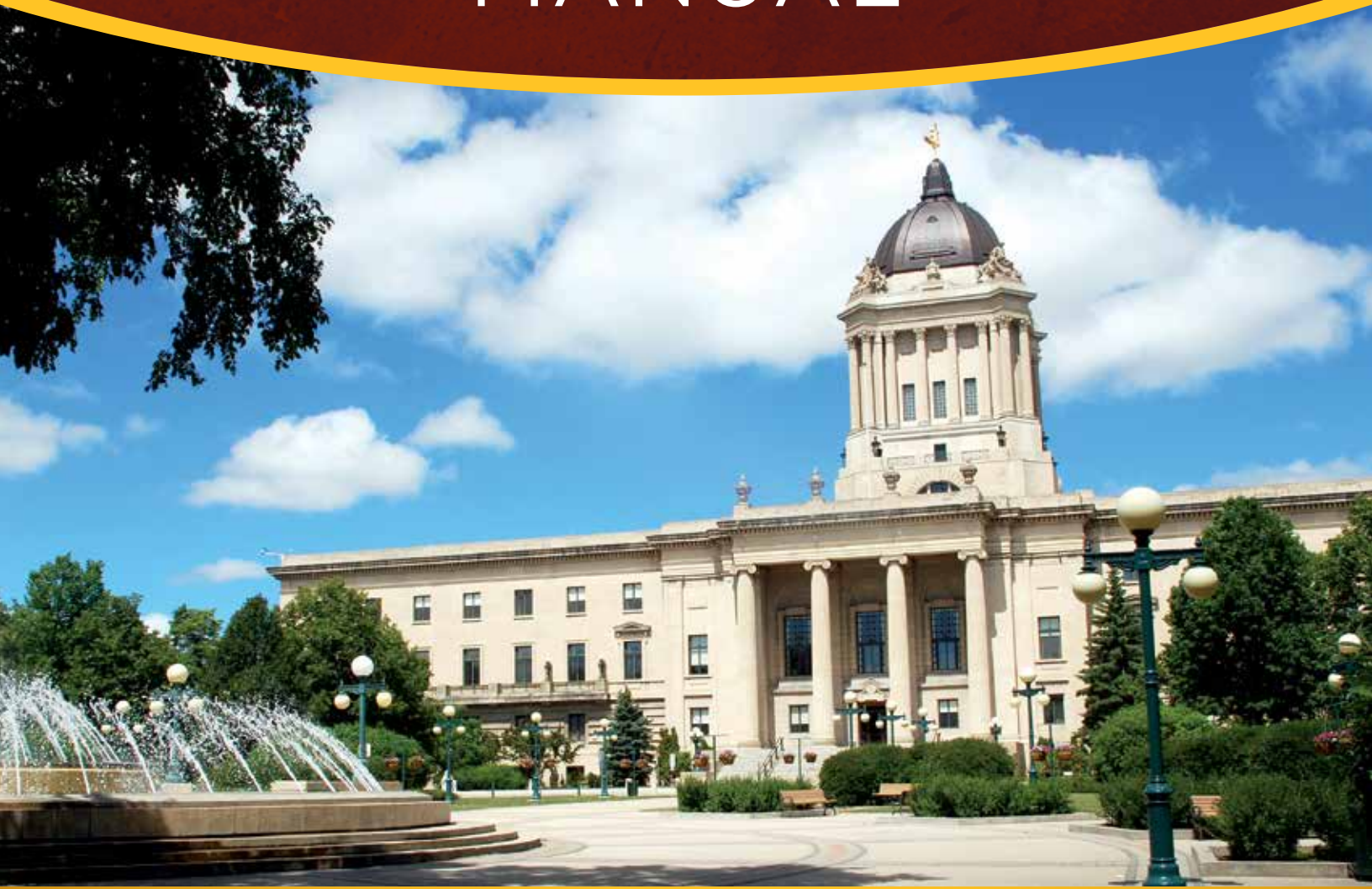
LEGISLATIVE ASSEMBLY



ASSEMBLÉE LÉGISLATIVE

MANITOBA

# TEACHER'S MANUAL



A DAY IN THE LIFE OF THE HOUSE

EDUCATION AND OUTREACH





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## A DAY IN THE LIFE OF THE HOUSE

### PREPARING FOR THE ACTIVITY

*This manual will give you all of the resources you will need in order to take your class through a simulated "Day in the Life of the House". Students will take on the roles of Members of the Legislative Assembly (MLAs), the Speaker of the Assembly, Clerks, Pages, and more. Students will come up with an idea for a Bill, and bring that Bill through all the steps it would need to take in order to become Law in Manitoba. The following activities are meant to supplement the Education and Outreach Services Branch classroom programming, but can be used without having participated in that programming with some focused pre-teaching.*







### PRE-TEACHING:

In order for this activity to be successful, the students will need some background knowledge of the Manitoba Legislative Assembly, and the roles of people within it. We recommend contacting the Education and Outreach Services Branch to book a free, non-partisan classroom visit through which we can provide students with all of the relevant information in an engaging way. We also provide educational materials and resources, including a video series about the Legislative Assembly on our website at: [www.gov.mb.ca/legislature](http://www.gov.mb.ca/legislature)

If you are unable to utilize our programming, we recommend teaching students the following information and terms prior to engaging in this activity. This information can be found on the Legislative Assembly website:

- Legislative Assembly of Manitoba
- Role of the Speaker of the Legislative Assembly
- Role of the Clerk of the Legislative Assembly
- Role of a Member of the Legislative Assembly
- Role of a Cabinet Minister
- Role of the Sergeant-at-Arms
- Role of the Lieutenant Governor of Manitoba
- What is a Bill?
- Government and Opposition Members
- Steps for a Bill to become Law in Manitoba

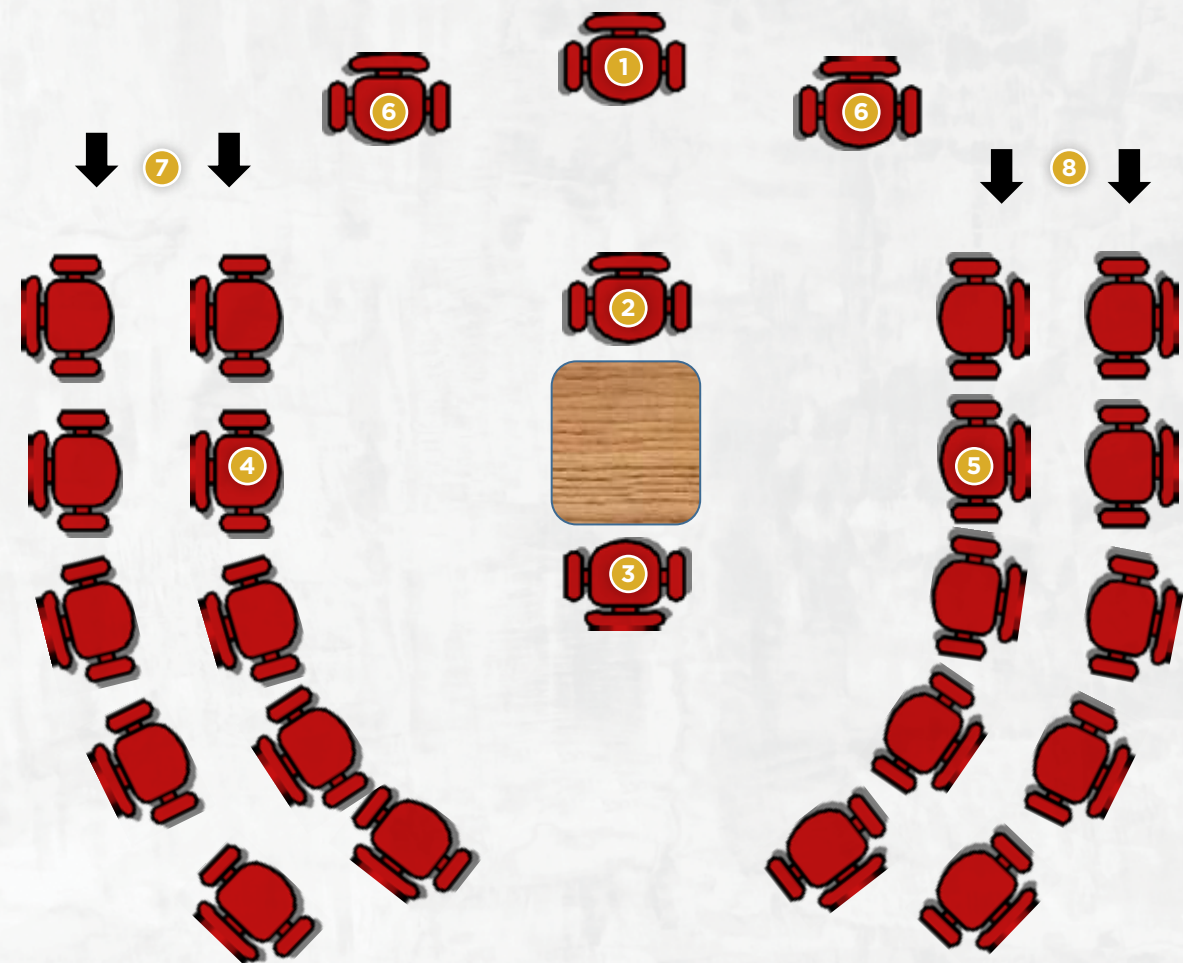
### STEP ONE: SETTING UP THE CHAMBER

Manitoba's Legislative Chamber is arranged in a horseshoe shape, which is unique in Canada. In this resource package you will find a diagram (see next page) that can help you set up your classroom, and will tell you where each student should sit depending on the assigned role.



### CLASSROOM LAYOUT FOR "A DAY IN THE LIFE OF THE HOUSE" SCRIPTED ACTIVITY

- |                     |                                      |
|---------------------|--------------------------------------|
| 1. Speaker          | 5. Leader of the Official Opposition |
| 2. Clerk            | 6. Pages                             |
| 3. Sergeant-at-Arms | 7. Government MLAs                   |
| 4. Premier          | 8. Opposition MLAs                   |







## STEP TWO: CREATING A BILL

In order to re-enact a day in the life of the Legislative Assembly, students will need a Bill to debate! A Bill is a proposed piece of legislation, and is what the MLAs debate and vote on before it can become law in Manitoba.

A blank Bill example is included in the index of this resource booklet. You and your students can use it to create a Bill to debate. The Bill can be on any topic you choose, and can be created by the students independently, or with assistance.

One way to create your Bill could be to separate students into groups, and have the groups come up with an idea for something they could add to their school to make it better for everyone. The groups can then vote on the different ideas in order to come up with the final Bill.

## STEP THREE: ASSIGNING ROLES TO STUDENTS

The following roles are required to be filled in order to do this activity. If there are fewer students than roles, students can take on multiple roles. A chart has been provided at the beginning of the script which shows the role, responsibility of that role, and leaves a place in which to assign student names. During this activity, all Ministers' portfolios and MLAs' constituencies can be the student's first name. (Ex. "Honourable Member for Adam", "Honourable Minister of Jillian")

### ■ SPEAKER OF THE HOUSE

The Speaker of the House is an MLA chosen by the other Members to act as the chief authority of the Legislative Assembly. During House sittings, the Speaker is responsible for maintaining order and decorum, and enforcing the rules of the House. All debate and proceedings must go through the chair, meaning that Members must address comments to the Speaker, rather than to each other.

### ■ CLERK

The role of the Clerk includes providing advice and assistance on parliamentary procedure to the Speaker and all other MLAs. They also have custody of all documentation from the House, meaning that any documents that are "tabled" go to the Clerk.

### ■ SERGEANT-AT-ARMS

The student taking on the role of the Sergeant-at-Arms will be responsible for leading the Speakers' procession, carrying the Mace and placing it on the table in the centre of the Chamber, with the crown portion facing the Premier. The Sergeant-at-Arms is also responsible for maintaining security of the Chamber.

### ■ PREMIER

The Premier of Manitoba is the Leader of the Provincial Government. In this activity, the student taking on the role of the Premier will be responsible for answering questions during question period (If you choose to role-play this section of routine proceedings)

### ■ LEADER OF THE OPPOSITION

The student taking on the role of Leader of the Opposition will be responsible for asking questions during question period (If you choose to role-play this section of routine proceedings)

### ■ GOVERNMENT HOUSE LEADER

The student taking the role of the Government House Leader will be responsible for calling the Reading of the Bill.

### ■ DEPUTY SERGEANT-AT-ARMS

The student taking on the Role of the Deputy Sergeant-at-Arms will be responsible for announcing the arrival of the Lieutenant Governor to grant Royal Assent to the Bill.

### ■ LIEUTENANT GOVERNOR

The Lieutenant Governor is the Queen's representative in the Province, and is responsible for granting assent on behalf of the Monarch for a Bill to become Law in Manitoba.

### ■ PAGES (2 STUDENTS)

Pages are grade 11 or 12 students who are responsible for running documents from Members to other Members, the Clerk, or the Speaker. In this dramatization, the students acting as pages will take the documents that are "tabled" from the Member to the Clerk at the table.

### ■ CABINET MINISTER 1

The student taking on the role of Cabinet Minister 1 will be introducing the Bill to the House. The student will present the idea of the Bill to the other Members, the first step in the Legislative Process.

### ■ CABINET MINISTER 2

The student taking on the role of Cabinet Minister 2 will have to table (hand in) an annual report for the House. This can be anything, including a school leaflet, or class project conclusion. Be sure to add your school's name to the script!

### ■ CABINET MINISTER 3

The student taking on the role of Cabinet Minister 3 will present a Ministerial Statement to the House. These statements must be about the Minister's specific Government portfolio. For example if you were the Minister of Education, your statement must be about education in Manitoba. The example in the script is about changing school hours, but feel free to have the students create their own statement.







#### ■ HONOURABLE MEMBER 1

The student taking on the role of Honourable Member 1 will present a committee report to the House. This is noted in the script as a report from the Standing Committee on Justice. The report (which can be a prop) is then read out by the Clerk, until they are instructed by the Members to “Dispense” (Stop Reading).

#### ■ HONOURABLE MEMBER 2

The student taking on the role of Honourable Member 2 will be presenting a petition to the House. This is the time where Members can bring forward a petition about a concern from the public calling for the change of Legislation or Government policy. A blank petition is included in this resource package.

#### ■ HONOURABLE MEMBER 3

Critic of Ministerial Statement

#### ■ HONOURABLE MEMBER 4

Students taking on the roles of Honourable Member 5 and Honourable Member 6 will present Member Statements to the House. These are statements that are typically about an event or person from that Member’s constituency. You can use upcoming school events, field trips, or community events as the announcements from these Members.

#### ■ HONOURABLE MEMBER 5

Students taking on the roles of Honourable Member 4 and Honourable Member 5 will present Member Statements to the House. These are statements that are typically about an event or person from that Member’s constituency. You can use upcoming school events, field trips, or community events as the announcements from these Members.

#### ■ HONOURABLE MEMBER 6

The student taking on the role of Honourable Member 6 will be presenting a grievance to the House. This is the time during routine proceedings when a Member can rise and speak for up to 10 minutes with no restrictions on the subject matter. This is typically done to bring forward a concern within their constituency. The student will present a grievance about a concern they may have in their school (for example, receiving too much homework, or recess being cut short)

#### ■ HONOURABLE MEMBERS

The remaining students will take on the role of Honourable Members. They will listen to routine proceedings, and will have the opportunity to stand and speak to the proposed Bill. This is their opportunity as an MLA to say if they agree or disagree with that proposed law, and why. Remind these students that they are trying to persuade the other MLAs to vote the same way that they will be, as their goal in debate is to convince the other Members that it is a good or a bad proposal for a law.

**Each student should receive a copy of the script, in which they can highlight their roles, and follow along!**

#### STEP FOUR: SPEAKER’S PROCESSION

Prior to each day’s sitting, the Sergeant-at-Arms carries the Mace from its locked case into the Chamber. The Sergeant-at-Arms is followed by the Speaker, and the Clerks, and they enter through the main entrance of the Chamber. The procession proceeds down the centre aisle, and the Speaker and the Clerks stand at their places. The Sergeant-at-Arms will bow towards the Speaker with the Mace, then come around the table and place the Mace with the crown facing towards the Premier. The Sergeant-at-Arms, Speaker, and the Clerks all wear their appropriate uniforms, and the Speaker and Sergeant-at-Arms wear their ceremonial hats.

#### STEP FIVE: ROUTINE PROCEEDINGS

During Routine Proceedings, the script will bring students through the following actions:

#### ■ INTRODUCTION OF BILLS AND FIRST READING

Members have the opportunity to introduce new Bills to the House, the first step in the Legislative process. The Bill created by your students will be introduced here.

#### ■ COMMITTEE REPORTS

Members are able to table reports from Committees of the House. Students will table a Committee report.

#### ■ TABLING OF REPORTS

Members are able to table reports. Students will table a report.

#### ■ MINISTERIAL STATEMENTS

Cabinet Ministers are able to make statements to the House relating to their Ministerial Portfolio.

#### ■ MEMBERS’ STATEMENTS

MLAs are able to give statements to the House, often relating to events in their constituency or concerns of their constituents.

#### ■ ORAL QUESTIONS/QUESTION PERIOD

During a sitting of the House, there is a 40 minute time period designated “Oral Questions”, during which Opposition and Backbench MLAs can ask questions of Cabinet (The Premier and the Cabinet Ministers). This time is part of the televised “Routine Proceedings”, and is an opportunity for MLAs to ask members of Cabinet questions relating to Government Policies.

During the Oral Questions/question period section of the script, you may choose to have your students conduct their own question period, or play a video of question period from the Legislative Assembly website: [www.gov.mb.ca/legislature/business/house\\_broadcasts.html](http://www.gov.mb.ca/legislature/business/house_broadcasts.html)







**PETITIONS**

At this time MLAs can present petitions signed by members of the public calling for change in Legislation or Government policy

**GRIEVANCES**

An MLA can present a 10 minute statement to the House with no restriction on content. These are often relating to a serious concern of their constituents.

**CONCURRENCE AND THIRD READING OF BILL**

Students will have a final chance to stand at their seat and present their thoughts on whether or not the Bill should pass.

**ROYAL ASSENT**

If a Bill passes each of the previous steps, it must then receive Royal assent in order to become a law in Manitoba. At this point, the student playing the Lieutenant Governor will enter the chamber, and when prompted will simply nod to grant Royal assent.

**STEP SIX: ORDERS OF THE DAY**

During Orders of the Day, the script will bring students through the following actions:

**SECOND READING OF BILL**

Students taking on the roles of MLAs will have the opportunity to stand in their places and speak to the Bill. This is their opportunity as an MLA to say if they agree or disagree with that proposed law, and why. Remind these students that they are trying to persuade the other MLAs to vote the same way that they will be, as their goal in debate is to convince the other Members that it is a good or a bad proposal for a law. In this activity, in order to show students the entire process we have assumed the Bill will pass both second and third readings, but you can allow them to vote against the Bill if you choose.

**COMMITTEE MEETING**

Part of the Legislative process in Manitoba sees Bills head to a committee of the House which will perform a clause-by-clause consideration of the Bill. At this time, members of the public are also allowed to schedule a speaking time, during which they would receive a ten minute time slot to present their thoughts on the Bill to the committee of MLAs. If you choose for this exercise, you may hold your own committee meeting, or you can describe the process to students in lieu of.

**STEP SEVEN: FOLLOW-UP**

Once you have completed this activity, follow up with your students to see if they have any questions about the Legislative process, or the roles of the people in the Legislative Chamber in Manitoba. If you encounter a question you find yourself unable to answer, or would like us to observe/follow up with your class during or after this activity, you can contact us at [Outreach@leg.gov.mb.ca](mailto:Outreach@leg.gov.mb.ca), and we would be happy to answer any questions!

**A DAY IN THE LIFE OF THE HOUSE STUDENT ROLES**

ROLE	RESPONSIBILITY	STUDENT
Speaker	Keep order of proceedings	
Clerk	Accept tabled documents	
Sergeant-At-Arms	Procession and placement of Mace	
Government House Leader	Calling Reading of Bill	
Deputy Sergeant at Arms	Announce Lieutenant Governor	
Lieutenant Governor	Grant Royal Assent to Bill	
Pages	Deliver documents	
Premier	Oral Questions - Answers	
Leader of the Opposition	Oral Questions - Questions	
Cabinet Minister 1 (M1)	Introduction of Bill	
Cabinet Minister 2 (M2)	Annual Report	
Cabinet Minister 3 (M3)	Ministerial Statement	
Honourable Member 1 (H1)	Committee Report	
Honourable Member 2 (H2)	Petition	
Honourable Member 3 (H3)	Critic - Ministerial statement	
Honourable Member 4 (H4)	Member Statement	
Honourable Member 5 (H5)	Member Statement	
Honourable Member 6 (H6)	Grievance	
Honourable Members	Debate and Vote on Bill	All Remaining Students







## SCRIPTS FOR STUDENTS

**SPEAKER:** Oh eternal and almighty God, from whom all power and wisdom come, we are assembled here before thee to frame such laws as may tend to the welfare and prosperity of our Province. Grant, oh merciful God, we pray thee, that we may grant that which is in accordance with thy will, that we may seek it with wisdom, know it with certainty and accomplish it perfectly, for the glory and honour of thy name and for the welfare of all our people. Amen.

### ROUTINE PROCEEDINGS: INTRODUCTION OF BILLS.

The Honourable Minister of (M1)

**CABINET MINISTER 1:** Madam/Mr. Speaker, I move, seconded by the Honourable Minister of (M2)

that Bill (No. 2) -

be now read a First time.

**SPEAKER:** It has been moved by the Honourable Minister of (M1)

seconded by the Honourable Minister of (M2),

that Bill (No. 2) -

be now read a First Time.

The Honourable Minister of (M1)

**CABINET MINISTER 1:** Thank you, Madam/Mr. Speaker.

*At this time the Cabinet Minister briefly explains what the Bill is about.*

**SPEAKER:** Is it the pleasure of the House to adopt the motion? Agreed?

**ALL MEMBERS:** Agreed.

**SPEAKER:** Agreed and so ordered.

### COMMITTEE REPORTS.

The Honourable Member for (H1)

**HONOURABLE MEMBER 1:** Madam/Mr. Speaker, I beg to present the first report of the Standing Committee on Justice.

*MLA gives report to the page who in turn takes it to the Clerk.*

**CLERK:** Your Standing Committee on Justice presents the following as its first report. Your Committee met on Monday, June 1 at 6:00 p.m. in Room 255 of the Legislative Building..

**ALL MEMBERS:** Dispense!!

**SPEAKER:** Dispense. The Honourable Member for (H1)

**HONOURABLE MEMBER 1:** I move, seconded by the Member for (H2)

that the report of the Committee be received.

**SPEAKER:** It has been moved by the Honourable Member for (H1)

seconded by the Honourable Member for (H2)

that the report of the Committee be received. Agreed? Agreed and so ordered.

Tabling of Reports - The Honourable Minister of (M2)

**CABINET MINISTER 2:** Madam/Mr. Speaker, I am pleased to table the Annual Report of the Department of (school name) for the fiscal year ended March 31, 2020.

*MLA gives report to the page who in turn takes it to the Clerk.*

**SPEAKER: MINISTERIAL STATEMENTS.**  
The Honourable Minister of (M3)

**CABINET MINISTER 3:** Madam/Mr. Speaker, I have a statement for the House.

**SPEAKER:** The Honourable Minister of (M3)

**CABINET MINISTER 3:** It is my pleasure this afternoon to share with all Members of the House an important announcement. After much discussion and consultation with educators across Manitoba, I am pleased to announce that new hours for school have been agreed to. Starting September 2020, students and teachers will now commence school each Monday, Tuesday, Wednesday, Thursday and Friday mornings at 7:30 a.m. The school day will end at 5:30 p.m. each day. Now, this may seem like a very long day, 10 hours, but what this does is shorten the school year. Children will now go to school until May 31, making the school year 9 months instead of 10. Parents and children will have more time to spend on vacation each year!

**SPEAKER:** The Honourable Member for (H3)

(Critic)

**HONOURABLE MEMBER 3:** Madam/Mr. Speaker, I am glad to rise and speak on behalf of my colleagues on this side of the House. I think that this change is a very good change - students will be given a longer summer. When students are older, it also means that they will be able to start a summer job earlier and make more money. We, on this side of the House, think that this is a very good idea and thank the Minister for the statement. Thank you.

**SPEAKER: MEMBERS' STATEMENTS.**  
The Honourable Member for (H4)







**HONOURABLE MEMBER 4:** Thank you, Madam/Mr. Speaker. I rise in the House today to tell all Members about a special event that occurred in my constituency.

*The MLA can describe an upcoming field trip, school activity, or another upcoming event.*

Thank you, Mr/Madam Speaker.

**SPEAKER:** The Honourable Member for (H5)

**HONOURABLE MEMBER 5:** Thank you, Madam/Mr. Speaker. I rise in the House today to tell all Members about a special event that occurred in my constituency.

*The MLA can describe an upcoming field trip, school activity, or another upcoming event.*

Thank you, Madam/Mr. Speaker.

**SPEAKER:** Prior to Oral Questions, I would like to draw the attention of all Honourable Members to the Public Gallery where we have with us today students from the

School.

On behalf of all Honourable Members, I welcome you here today.

#### **ORAL QUESTIONS.**

The Honourable Leader of the Official Opposition.

*Question Period video displayed here, or teachers can run through a mock question period with students.*

**SPEAKER: PRESENTING PETITIONS -**  
The Honourable Member for (H2)

**HONOURABLE MEMBER 2:** Thank you, Madam/Mr. Speaker. I wish to present the following petition.

*MLA reads petition. This can be one that was created by the teacher or student, or they can use the example petition provided.*

*MLA hands petition to page who takes it to the Table.*

**SPEAKER:** In accordance with our Rule 132(6), when petitions are read they are deemed to be received by the House.

#### **GRIEVANCES.**

The Honourable Member for (H6)

**HONOURABLE MEMBER 6:** Madam/Mr. Speaker, I rise on this occasion to exercise my right to express a grievance in the House.

*MLA can talk about something that they or their classmates are concerned about. (Too much homework, not enough holidays, too many tests, etc.)*

Thank you.

#### **SPEAKER: ORDERS OF THE DAY.**

The Honourable Government House Leader.

**HONOURABLE GOVERNMENT HOUSE LEADER:** Mr. /Madam Speaker, would you please call Bill (No. 2) for Second Reading.

#### **SPEAKER: SECOND READINGS.**

Bill (No. 2) -

The Honourable Minister of (M1)

**CABINET MINISTER 1:** Thank you, Madam/Mr. Speaker. I move, seconded by the Minister of (M2)

that Bill (No. 2),

be now read a Second Time and be referred to a Committee of this House.

*MLA hands motion to page who takes it to the Table.*

**SPEAKER:** It has been moved by the Minister of (M1)

seconded by the Minister of (M2)

that Bill (No. 2) -

be now read a Second Time and be referred to a Committee of this House. The Honourable Minister of (M1)

**CABINET MINISTER 1:** Thank you, Madam/Mr. Speaker.

The purpose of this bill is

*The MLA will tell the House what this bill is all about and why it is important that it be passed by the House*

Thank you, Madam/Mr. Speaker, for allowing me the opportunity to make my second reading comments on this bill.

**SPEAKER:** The Honourable Member for

*At this time allow all MLAs to stand and speak, one at a time, to say why they agree with the bill or why they disagree with the Bill. Each Member must be recognized to speak by the Speaker, and they may only speak once at this time. Once every member who wishes to speak has spoken, the Speaker will put the question.*

Is it the pleasure of the House to adopt the motion? Agreed? Agreed and so ordered.

The Honourable Government House Leader.

**GOVERNMENT HOUSE LEADER:** Madam/Mr. Speaker, I would like to announce that the Standing Committee on Justice will be meeting on Monday to consider Bill 2.

*(Committee proceedings - A Committee meeting takes place in one of the two committee rooms outside the chamber. Members of the public can come and speak to members of the committee and tell the committee why they like or dislike a bill.)*

*Upon conclusion of the Committee Meeting, we are back in the House!*

**SPEAKER: CONCURRENCE AND THIRD READINGS.**  
Bill (No. 2) -

The Honourable Minister of (M1)





## SAMPLE BILL

Bill Number \_\_\_\_\_

Title of Bill: \_\_\_\_\_

These are the reasons that we need this law:

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Is it going to cost any money to make this law? (for example, do you have to pay people to make this law work, do you need to buy anything etc.)

Yes  No

This is what we have to do to enforce this law (for example, do we need to buy any supplies, do we need to hire people, do we need to build something?)

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The law comes into force on \_\_\_\_\_

(date that you want it to start being a law).



**CABINET MINISTER 1:** Madam/Mr. Speaker, I move, seconded by the Honourable Minister of (M3)

\_\_\_\_\_

that Bill (No. 2) -

\_\_\_\_\_

be concurred in and be now  
Read a Third Time and passed.

**SPEAKER:** It has been moved by the Honourable Minister of (M1)

\_\_\_\_\_

seconded by the Honourable Minister of (M3)

\_\_\_\_\_

that Bill (No. 2) -

\_\_\_\_\_

be concurred in and be now read  
a Third Time and passed.

The Honourable Minister of (M1)

**CABINET MINISTER 1:** Thank you, Madam/Mr. Speaker.  
*This is the last time that Members can stand and speak to the bill.*

**SPEAKER:** Is it the pleasure of the House to adopt the motion? Agreed?

I have been informed that the Lieutenant Governor will be attending the Chamber to grant Royal Assent to this Bill.

**DEPUTY SERGEANT-AT-ARMS:** His/Her Honour the Lieutenant-Governor.  
*His/Her Honour, Lieutenant-Governor of the Province of Manitoba, having entered the House and being seated on the Throne (Speakers' chair), Madam/Mr. Speaker addresses His/Her Honour the Lieutenant-Governor in the following words:*

**SPEAKER:** Your Honour:  
The Legislative Assembly of Manitoba asks Your Honour to accept the following bills:

**CLERK:** Bill 2 -

\_\_\_\_\_

*Lieutenant-Governor nods His/Her head.*

In Her Majesty's name, the Lieutenant-Governor thanks the Legislative Assembly and assents to these bills.

*Bow to Lieutenant Governor*

**SPEAKER:** Order please. The hour being 5:00 p.m., this House is adjourned and stands adjourned until 1:30 p.m. tomorrow.





# SAMPLE PETITION

TO THE LEGISLATIVE ASSEMBLY OF MANITOBA

**These are the reasons for this petition:** [*or:* The background to this petition is as follows:]

1. Dogs provide companionship and love to their owners
2. The concept of pet ownership has changed a lot over the years with pet owners forming a strong bond with their pets
3. It is a proven fact that dogs provide wonderful therapy to the sick and elderly
4. Workplaces that allow their employees to bring their pets to work have found that their employees are more productive and more willing to work longer hours

**We petition the Legislative Assembly of Manitoba as follows:**

1. To request the Premier of Manitoba consider allowing students to bring their pets to school

**This petition has been signed by** (*list first three names*) and many other Manitobans.

Address

Body

Request

Name (Please Print)

Address

Signature

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____





