

6. Topic and supporting materials must be approved by the Monday before the discussion so the Instructor can photocopy any readings necessary for preparation for the debate.
7. The group will compose a set of at least three questions or discussion starters to present to the class.
8. The group will lead the class in a discussion/debate.
9. All students will prepare a reflection on the discussion due the following Wednesday. Maximum 1 page in length, minimum 1 paragraph. You should reflect on your presentation and the debate that followed. What do you think worked? What would you change and why?
10. Each group will assist the following group with the process, by providing comments on topic selection and how they developed their discussion starters.

**Evaluation:**

Please see the rubric for the evaluation breakdown for the presentation and discussion.

The one page reflection will be marked under **Thinking and Inquiry**.

<b>Presentation -</b>	<b>20 marks</b>
<b>Discussion -</b>	<b>20 marks</b>
<b>Written Reflection -</b>	<b><u>10 marks</u></b>
<b>Total</b>	<b>50 marks</b>

**Note: You have one week to hand in your reflection for marking. Please e-mail your work to the instructor at [society@live.ca](mailto:society@live.ca). Your e-mail should include your handout and your reflection together in the same document.**

## FRIDAY DEBATE AND DISCUSSIONS

Creating a habit of discussion is important to the study of all Social Sciences. Over the course of this semester you will have the opportunity to lead a discussion on a topic of your choice. Every Friday the period will be set aside for student led presentations and discussions. Students in pairs will take turns setting the agenda and providing background material for students to read **one day before the discussion** so they come prepared to class. Here's how it will work:

1. Students will form groups of two.
2. Students must get their topic approved by the instructor before the presentation can go forward.
3. Dates for discussion will be drawn from a hat. The first group to present will have a high level of assistance from Mr. Cotey.
4. Groups will select a topic to discuss. Every topic should be complex enough to warrant discussion (at least two sides to the story). Students can consider topics from the list below when choosing their subject.
5. You will provide a standard classroom presentation to inform the class about your issue. You will present as a group of two, attempting to deliver an unbiased political, economic and social history of the issue.

### **Ideas:**

You might consider the following when preparing your topic:

*PowerPoint Presentation* –Providing a presentation on the background of your topic can engage the class and help quicken their learning of the material that will be discussed.

*Guest Speakers*- An expert can speak to your topic in a way that could really engage the class. When you have chosen your topic and picked your date, try to arrange this as soon as possible.

*Think Big*- People will be interested if you bring in someone or people that are interesting (Political leaders, journalists, university professors, community leaders, historians, people who experienced the era, etc...)

### **\*Request\***

A/V Equipment- Please ask well ahead of time if you need any A/V equipment. Your instructor will book the necessary equipment, and pick it up before your presentation. If you wait too long the equipment might not be available.