
Lesson Name: SLT Student Led Tutorials**Category:** Canadian and World Politics**Course Code:** CPW 4U1**Created By:** Mark Melnyk**School:** Markville Secondary School**Level:** Grade 12**Time:** 76 Minutes

Rationale:

During **Student Led Tutorials (SLT)**, a group of students will conduct a tutorial session. Each group member will present, ask questions, and lead a discussion with a small group. The focus of the tutorial will follow from the lecture or topic area of the week and is based on an assigned reading.

The Tutorial allows students to present information in a less intimidating forum.

Expectations:**Researching, Recording, and Organizing Information**

- formulate meaningful questions that lead to a deeper understanding of a political issue and of the different ways to approach an issue;
- collect data from a range of media and sources (e.g., print or electronic media, interviews, government and community agencies);
- classify and clarify information by using timelines, organizers, mind maps, concept webs, maps, graphs, charts, and diagrams;
- prepare summary notes in a variety of forms and for a variety of purposes (e.g., for recording research findings, making oral presentations, and studying for tests and examinations).

Analysing and Evaluating Information

By the end of this course, students will:

- distinguish among opinions, facts, and arguments in sources;
- describe some of the key methods of analysis used by political scientists;
- draw conclusions based on an effective evaluation of sources, analysis of information, and awareness of diverse political interpretations.

Communicating Research Results

- present ideas, understandings, and arguments effectively in a variety of contexts (e.g., in role plays, interviews, simulations, debates, group presentations, seminars), using graphic organizers and displays (e.g., graphs, charts, images);
- use political terms accurately;
- write clear, coherent, and logically organized reports, papers, and essays that include correctly documented citations and bibliographies, demonstrate academic honesty, and avoid plagiarism.

Responsible Citizenship

- think creatively and analytically to develop potential resolutions to a series of given issues and issues that they select;
- work effectively both individually and in groups;
- demonstrate the ability to seek and respect the opinions of others;
- communicate and exercise their own political views and convictions in a responsible, democratic manner.

Instructions:

Refer to the Handouts. The teacher must present the handouts and structure to the class at least one week prior to the first tutorial. The number of tutorials will depend on the size of the class. With a class of 30 students, have 5 set groups of six. That will allow for 6 separate Tutorials, each person at the table will run one tutorial.

- 1) Introduction: Begin the Class with a brief overview of the issue that will be presented during the class.
- 2) The tutorial leader will now give each of their table-mates a copy of their Handout (including a Summary of the article, a Glossary of terms, and a list of 7-10 Questions that will be used for discussion).
- 3) Tutorial: The Tutorial will now run for approximately 20-30 minutes where 3 tutorial leaders will present the “NO” side of the Issue, and 3 will present the “YES” side of the issue. The teacher should circulate and observe the tutorials, and if relevant, sketch out some important elements of the issue on the board to be analyzed prior to the open debate.
- 4) Supplementary Evidence: When the Tutorial element of the issue is complete, if students are able to find supplemental evidence to highlight certain elements (Video, Documents, Statistics), etc... this is a good time to bring the evidence to light. CBC News in Review, Foreign Assignment, www.statcan.ca are good places to begin.
- 5) Open Debate: The teacher will now lead a debate on the issue. At this point the class will have formed some opinion about the issue, and the debate usually gets heated. This is a time for the teacher to guide, question, moderate and provide clarification.

What is the responsibility of the class during these tutorial sessions?

- ✓ Attend all tutorials
- ✓ Read, take notes, and answer questions for every reading
- ✓ Participate in tutorial discussions
- ✓ Review tutorial materials for the final exam

6) **Lesson Closure:** In the last few minutes of class try to provide examples that inspire hope. Some of the challenges that exist in our world often overshadow the small or large successes. Students should not leave the room thinking that “we are all going to die”. They should leave with more questions, and the desire to solve the world’s problems in their own way.

*Note: As many University Tutorials are less formal than lectures, Tutorial leaders are allowed to bring in food and beverages for their table to make for a more relaxed atmosphere.

Materials:

- ⇒ Television & Overhead (if requested by tutorial leaders)
- ⇒ Course Pack
- ⇒ Tutorial Leaders must bring Handouts for each member of their table, plus one for the Instructor.

Assessment & Evaluation:

Part 1: Assess and Evaluate the Tutorial through Observation

Part 2: Use Evaluation Rubric for Student created Handout containing a Summary, Glossary, Questions.

Part 3: Evaluate the Reflection that will follow 2 weeks after the Tutorial.