Lesson Name: PSD - Presentation, Seminar & Debate  
Category: Canadian and World Politics  
Course Code: CPW 4U1  
Created By: Mark Melnyk  
School: Markville Secondary School  
Level: Grade 12  
Time: 2 X 76 Minutes per PSD. Usually have up to 7 or 8 PSDs... one month.

Rationale:
During PSD (Presentation, Seminar & Debate) a group of students will conduct a presentation, a tutorial/seminar session and finally a debate on the issue. The PSD has been built by the Simulation Presentations, the SLT (Student Led Tutorials), and finally by the Great Debates. At this point in the course, every student has had an opportunity to lead in each of the areas, therefore this assignment is one of discovery and another attempt to prepare students through an activity that they will experience in university.

With the Presentation element of the PSD, students are encouraged to bring in guest speakers or experts on their topic. With almost a month dedicated to this assignment, students must understand that they will govern much of the interest and excitement of their topics. A few examples of guest speakers (Peter Silverman from CityTV, journalists from The National Post, The Toronto Start, local community leaders, etc...). We have found that the breadth of experience that many international correspondents have had make them perfectly suited for the presentations. Students are encouraged to have their presentation period (76 minutes) be centred entirely upon the guest speakers.

Expectations:

- use political knowledge, skills, and values to act as responsible citizens in a variety of contexts.
- think creatively and analytically to develop potential resolutions to a series of given issues and issues that they select;
- demonstrate the ability to seek and respect the opinions of others;
- describe various career opportunities related to the study of politics (e.g., in research, the civil service, law, journalism);
- communicate and exercise their own political views and convictions in a responsible, democratic manner.
- distinguish among opinions, facts, and arguments in sources;
- demonstrate an understanding of the commonality of human aspirations for a better, more secure life. analyse the main differences between the social beliefs and ideologies in developed and developing countries (e.g., individual and community property ownership, private and public capitalism, inter-party democracy and intra-party democracy);
describe the factors (e.g., resources, economy, wealth) that contribute to Canada’s power;
identify the most important factors shaping Canadian foreign policy (e.g., economic objectives, commitments under international treaties);
describe the types of influence exerted by other nations and groups on Canada and Canadians;
evaluate the role and influence of Canadian individuals and groups on the world stage;
evaluate the nature and quality of Canada’s influence within selected world and regional organizations (e.g., the United Nations, the International Olympic Committee, the Organization of American States).

Methods of Political Inquiry

Instructions:
Refer to the Handouts. The teacher must present the handouts and structure to the class at least one month prior to the first PSD. The number of PSDs will depend on the size of the class. With a class of 32 students, have 8 set groups of four.

1) Introduction of Assignment: The PSD is introduced to students on the first day of class, directly after the Mid Term Exam, and again after the Great Debates (prior to the Reading Week). It is essential that students are reminded of this assignment at various points to insure that they have time to prepare, obtain a guest speaker, and sound resources for their PSD. Students must be well versed in the nature of the assignment and evaluation well in advance.

2) The PSD

Day 1: Presentation
- students are given a full period to present their topic.
- students are encouraged to bring in guest speakers/experts on their subject.
- If they cannot get a speaker, the group should try to provide a variety of A/V resources to help the students understand the importance of their topic.

Day 2: Seminar & Debate
- The class is divided equally between the 2 students presenting the YES side and the 2 students presenting the NO side.
- The seminars leader will now give each of their group 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) The Seminar will now run for approximately 20 minutes where two seminar leaders will present the “NO” side to the Issue, and 2 will present the “YES” side of the issue. The teacher should circulate and observe the seminars.

4) When the Seminar element of the issue is complete, the 4 students will lead a general
class debate on the issue. The debate will be led by the students in a format similar to the way they were done during the SLTs by the Instructor.

What is the responsibility of the class during these PSD sessions?
- Attend all PSDs
- Read, take notes, and answer questions for every PSD
- Participate in tutorial discussions
- Review tutorial materials for the final exam
- Participate in Debates.
- Actively ask questions during presentation.

1. **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.

**Materials:**
- Television & Overhead
- Taking Sides: World Politics
- Course Pack
- Handouts

**Assessment & Evaluation:**
Refer to Rubrics and Handouts.