

## Procedural suggestions for Tutorial #9:

### Some information:

My office: Rm. 3256

All tutorials are held in Room IB320 in the Instructional Centre Building

### Overview:

- return assignment 3
- collect assignment 4
- conduct energy debate

## Procedural suggestions for Tutorial #9:

1. Ask the students to sign the list.

4. **Main Activity** (you should be able to start this by quarter after the hour or so, since there is not much “class business” to look after):

They obviously know their position for the debate, if they completed Assignment #3. The question they are debating is: **Is nuclear power the key to meeting Ontario’s electricity needs into the future?**

- Answer **yes** if your last name is **A to M**
- Answer **no** if your last name is **N to Z**

I don’t think you need to give too much of an introduction for this one.

Ontario has made a commitment to phase out coal-fired electricity because of deep concerns about air pollution from coal, as well as concerns about global warming. Also, the electricity generation and transmission infrastructure is getting close to the end of its lifespan, and most of it will need to be replaced or refurbished in the next 20 years. So we need to figure out how to fill that energy gap. Also, environmentalists have been split over nuclear energy for a long time – decades. If you want to repeat this introduction you can, but hopefully they will have done the readings, too.

7. **Small-group discussions:** First break them into a few **small groups** consisting of those with the **same** position (so the groups are either “pro” or “con”). They should compare and discuss the results they had from Assignment #3, probably for about 20-25 minutes.

### 8. Informal debate and larger-group discussion:

Once they had the opportunity to discuss the issue a bit, you split the class in two large groups, again one for nuclear and one against. The groups then took turns giving points for their specific position and for reference sake, you can write each side’s points on the blackboard. After that, they are given the opportunity to poke holes in each other’s arguments/points (again each side taking turns in order to

prevent one side from overpowering the "debate"). Finally you open the floor and students had the opportunity to voice themselves on their actual position.

9. **Return marked assignment 3 and collect assignment 4!** Thanks for your work, I hope you enjoyed the tutorials!