

CHOOSING THE PROJECT

Teacher page for Brainstorming Issues/Topics

DIVIDE CLASS INTO SMALL WORKING GROUPS.

- Have students use page 5 for their group carousel brainstorm. Ask each student to add their idea to the page, then pass the paper to the next student to record his/her idea.
- Continue the carousel brainstorm until the groups have exhausted their ideas.
- Ask groups to review their list and star their top 2 choices.
- Ask groups to share their top 2 ideas with the whole class. Tally duplicates.
- Have class vote from the list of topics and select their top choice.

NOTES

SUGGESTIONS TO “SEED” THE BRAINSTORM:

- Have students do a **THINK-PAIR-SHARE** of possible environmental problems in their **COMMUNITY**.
- Ask students to do a **QUICK WRITE** on a topic of **THEIR CHOICE**. Ask them to include a rationale for their choice.
- **INTERVIEW** a parent, school official, and/or community members to get ideas.
- **CONTACT** one of the State and/or Federal agencies (Visit www.deckids.com) about a project they might be conducting in your area.

CAROUSEL BRAINSTORMING ISSUES/TOPICS

Student Page

WHAT TOPICS WOULD YOU LIKE TO INVESTIGATE? IN A CAROUSEL BRAINSTORM, LIST ALL YOUR IDEAS. REMEMBER! In brainstorming, all ideas are IMPORTANT. Think of as many ideas as you can ...

★ STAR your top 2 IDEAS to SHARE with the class!

CHOOSING THE PROJECT

Teacher page for Selecting Questions to Investigate

- Using a KWL chart, have students discuss what they know about their selected topic.
- Have student groups research/discuss and report on possible questions they could address in the project (student page 7).
- Have groups share their questions and as a class select the questions that are most appropriate for the project. Write the questions in the “W” part of the KWL.

NOTES

THINGS TO CONSIDER:

- The project should consist of **SEVERAL QUESTIONS** the students want to answer **ABOUT THE TOPIC**.
- Select several questions that **PROVIDE** students with an **OPPORTUNITY** to “**GO DEEP**” in their understanding of the issue (science content behind the issue).
- If appropriate, include a question(s) that can be explored through a **SCIENTIFIC EXPERIMENT**.

SELECTING QUESTIONS FOR OUR PROJECT

Student Page

Do your RESEARCH and use your imagination to determine questions you would like to INVESTIGATE
Here are our questions:

Record the questions the class decided to include in the project

DETERMINING A GOAL

Teacher Page

- Help students determine the GOALS of the project!

- What do they want TO ACCOMPLISH?

- What EVIDENCE will be used to analyze the IMPACT of the project?

- How will the IMPACT of the project AFFECT the issue/topic the students selected?

- After the goal(s) is selected have students complete page 9.

NOTES

THINGS TO CONSIDER:

- Keep the goal **REALISTIC**, **MEANINGFUL** and **RELEVANT** to the project.
- The project needs a **SPECIFIC FOCUS** and a **LONG-TERM IMPACT**.
- The project should be more than a **ONE-TIME** event.
- **INVOLVE** others in the project.
- Make sure the project is **DOABLE** in a reasonable amount of time, noting if it needs to be done on a **REGULAR BASIS**.

DETERMINING OUR GOAL

Student Page

REFLECTIONS

1. Our Environmental goal(s) is ...

2. The evidence we will use to know that we met our goal is ...

3. Our goal is important because ...

4. Explain how meeting this goal can make a difference and last over time.

PLANNING THE PROJECT

Teacher page

- Review student goals and determine objectives that can be supported by an action plan.
- Help students determine what needs to be done (student page 11).
- Help students develop an action plan and timeline (student pages 12-13).
- Provide students with tools and resources to plan and conduct their project.
 - Books, magazines, newspapers
 - Internet resources
 - Interviews
 - Field trips
 - Local, State, and Federal agencies
- Form student action committees such as publicity, funding, research, historian, materials, and artwork.
- Determine the specific science content to be understood by students.

NOTES

Decide when in the course of the Class Project students should STOP AND REFLECT on their progress. Have students do QUICK WRITES throughout to help them with their final reflection.

PLANNING THE PROJECT

Student Page

• THINGS TO DO

• RESOURCES TO USE

• EQUIPMENT

• PEOPLE TO CONTACT

• OTHER

PLANNING THE PROJECT
Student Page

ACTIVITY	PERSONS RESPONSIBLE	MATERIALS NEEDED	DUE DATE

PLANNING THE PROJECT

Student Page

Personal, Group,
or Class TIMELINE

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday