

Issue Selection

Overview

In this lesson, students will go through a decision-making process to identify the Great Lakes issue they would like to address with a stewardship project.

This document contains activities from lesson 3 of the Groundswell Creating Meaningful Outdoor Experiences Curriculum Unit. See the complete version of the lesson on pages 21-25 of the unit.

Curriculum Connections

Michigan K-12 Science Standards

- MS-LS2-1, MS-LS2-2, MS-LS2-4, HS-LS2-6, HS-LS4-5, 5-ESS2-1, MS-ESS2-4, 5-ESS3-1, MS-ESS3-4

Michigan K-12 Social Studies Standards

- 6 - G5.1.1, 6 - G5.1.3

Key Questions

- What issues do I personally feel most interested in and connected to?
- What issue do we want our stewardship project to address?

Student Objective

- Students will use criteria-based decision-making to identify which issue they want their stewardship project to address.

Materials List

- Issue Selection Grid

Background Information

The Great Lakes Restoration Initiative has identified four major areas to improve the Great Lakes Ecosystem. This initiative encourages all groups to focus on stewardship projects in the following areas because they will have the largest impact:

1. Cleaning up Great Lakes Areas of Concern
2. Preventing and controlling invasive species
3. Reducing nutrient runoff that contributes to harmful/nuisance algal blooms
4. Restoring habitat to protect native species

Lesson Activities

Issue Selection

- a. Materials:
 - i. Issue Selection Grid
- b. Procedure:
 - i. The Issue Selection Grid will be used to decide what Great Lakes issue your class stewardship project will address. Remind students they are trying to decide on an ISSUE, not a project or solution yet! Explain that this method is called Criteria-Based Decision Making.
 - ii. Through whole group discussion, decide what criteria you will use to select an issue. *Definition of criteria: Standards that can be used to judge or decide something.* You will narrow down to the three most important criteria for your class.
 1. Example criteria: How interesting is the issue to you? How many people does the issue affect? How much do you already know about the issue?
 - iii. Students will work in groups or individually to score each box in the grid with a ranking of 1-5, with a 5 indicating that the criterion is fully met and a 1 meaning the criterion is not met at all.
 - iv. Students will add and record the scores in the "Totals" row.
 - v. The instructor may calculate class totals to identify the highest-scoring issue.

Lesson Extension

Consider how you might arrange for speakers to visit your class to share what is being done in your community to improve watershed health. You may also select media, such as a documentary or video clips, to transmit information about the four focus areas of the GLRI action plan.

Directions: Use the table below to decide which Great Lakes issue you want to address with your project.

- As a class, decide on the criteria that you will use to rate each issue. (*Definition of criteria: Standards that can be used to judge or decide something*)
- Score every box with a ranking of 1-5, with a 5 indicating that the criterion is fully met.
- Add your scores in the bottom row, circle the winner, and report your results.

The four focus areas of the Great Lakes Restoration Initiative (GLRI) Action Plan				
	Cleaning up Great Lakes Areas of Concern (or Toxic Substances)	Preventing and controlling invasive species	Reducing nutrient runoff that contributes to harmful/ nuisance algal blooms	Restoring habitat to protect native species
Criterion 1:				
Criterion 2:				
Criterion 3:				
Totals:				