



MOVING FROM CLAIMS TO INFORMED ACTION

Name: _____ Class: _____

Claim

| Question | Solution #1 | Solution #2 | Solution #3 |
|--|-------------|-------------|-------------|
| What action could be taken to address the environmental issue? | | | |
| How would this action help to address the issue? | | | |
| What resources would you need to make it happen? | | | |

EXPLAINER FOR CHOOSING AN ACTION PROJECT WORKSHEET

You can support students in brainstorming action ideas and then choosing a single project to carry out as a class or small group in many different ways. This lesson explainer describes one way of how you might bridge the use of the Moving from Claims to Informed Action worksheet with the Choosing an Action Project worksheet. Adapt and create alternatives that meet your class needs.

1. Using the Moving from Claims to Informed Action worksheet provides space for students to brainstorm possible solutions to their environmental issue. The prompts on the left-most column can be helpful in fleshing out concepts. This can be done individually or in pairs, and ideally students come up with at least three distinct ideas. Encourage innovative and divergent thinking.
2. Organize students into five small groups to discuss and debate their ideas. The focus is now on convergent thinking. Task them with developing a single idea they would want to carry out in order to take action on the issue. By the end, they should have a succinct one-sentence description of their action project idea.
3. Using the Choosing an Action Project worksheet, each of the five groups will briefly pitch their idea to the whole class. Each idea is written into one of the boxes of the grid.
4. Introduce the concept of criteria, or “standards on which decisions are based.” In order to make a decision about which project to move forward with, the class will use criteria to narrow down the options and arrive at a final selection. It can help for there to be teacher-created criteria as well as student-created criteria. Examples of teacher-created criteria may include restrictions around timing (e.g., the project must be completed in two class periods) or funding (e.g., the project must cost less than \$50). Encourage students to think about what they value most when they create criteria. Examples of student-created criteria may be around impact (e.g., will this make substantial change in our community) or interest (e.g., will this project be fun to work on). Add the criteria into the boxes in the left-most column of the grid.
5. Finally, engage the class in voting on the action project ideas listed at the top against the criteria that were written along the side. This can be done as a large class discussion or students can vote individually by placing dot stickers or check marks in the appropriate boxes. Tally the results. One strategy may stand out as the clear winner. If one does not emerge naturally, students may need to establish additional criteria or use a different kind of voting technique to come to consensus. Or perhaps, students can brainstorm a way to merge the ideas and execute aspects of both.