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| Group Members  | Mario, Dave, Karen, Deryk |
| Teacher/School | SD42 |

Imagine that you have been asked to do a group research project about *the local community***.** The project will take *3-5 weeks*.

**Research questions**

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| Brainstorm some questions you could ask about a particular aspect *of the community* (ex. Housing, land use, schools, etc.) | Why don’t more people drive EV vehicles in Pitt Meadows?Does Maple Ridge support all youth sports fairly?Which SD42 school is the most environmentally friendly?Why do students litter so much? |

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| Choose *one* question that will guide your research – this is the question the final presentation would answer. | Why do students litter so much? |
| Tell why you chose your question. | We won’t fight over this question and we actually want to know the answer? |

**Gathering Information**

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| List 20 factual sub questions related to your inquiry. What information and evidence will help you answer your question in a convincing way? | How will you find that information? (Where will you look? What tools will you use?) List websites and books here. Put the most reliable websites at the top of your list. | How will you check to make sure your information/facts are accurate and useful?  |
| How much do students litter each day?Are some days (M, T, W, Th, F, S, Su) worse than other days?Do older students litter more or less than younger students?What types of garbage are littered on the school grounds?etc | We will watch students at recess and lunch, and get permission to count the amount of garbage twice a day.We will use our eyes. We don’t have any good websites yet. We will add them when we find them. Our teacher suggested <https://recyclebc.ca>. We don’t know if this is good yet. | We will count the amount of garbage for two weeks to double check our numbers. |

**Working together**

What are some jobs group members will need to do? How will you divide up the work?

List some of the main jobs, with the names of which group members might do them. Some jobs you may want are: fact checker, editor, photographer, Power Point creator, team coordinator, etc.

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| Some main jobs we will need to do | Who will take the lead on completing this task? | Who will support this task?  |
| Garbage Counter | All of us |  |
| Researcher | Karen | Dave, Deryk, Mario |
| Permission asker | Deryk | Karen, Mario, Dave |
| Categorizer:Decide if garbage or recycling | Mario | Deryk, Dave, Karen |
| Build the Website | Dave | Mario, Karen, Deryk |
| Team Coordinator | Karen | Dave, Deryk, Mario |

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| How will you make sure you **work together well** as a team? Or how will you deal with problems that arise between group members? | We will vote when we can’t decide. If we have a tie, we will ask someone else to choose for us.When we have problems we will give Mario a time out. If we still have problems, we will give everyone a chance to explain their point of view and then have a vote. |

**Tools**

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| List any technology and other tools you will use. | iPadsWebsite builder appGarbage picker uppers, glovesRain jackets |
| List any **new** tools or skills you will need to learn? | We will have to learn how to get along better. |

**Making your work interesting and unique.**

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| What could you do to make your project especially interesting and different from any other groups’? (Think creatively!) | Build a website.Show how much garbage is littered each day.List the most interesting garbageHide Dave in a pile of garbage and pop out of it |

**Presenting your findings and conclusions**

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| Who might be interested in learning about your work? | The principal. The teachers. Other students. Maybe the police. |
| How could you present your work so others can clearly understand it? | We will have some other students look at our website before it is finished and ask them if it makes sense. We will fix the parts that are confusing. All of us will help with proof reading. Dave will do the editing. |
| What could you do to make your presentation memorable for your audience? | We will find a catchy song about trash to repeat in the background. |

**On Your Own**

When your group has finished the plan, each student should write a short explanation about your planning activity. Tell:

* + Overall, how the planning activity went for your group
	+ How you contributed to the plan
	+ What parts of the plan you are most satisfied with
	+ Whether or not your would like to actually do this research and why