PORTFOLIO

Ask students to identify their sources (i.e. stakeholders, Internet, newspapers, etc.) and what they reported about the policies or practices that relate to their issue. Students reflect on potential biases they may have observed by adding a plus or minus, indicating whether the source's judgment was positive or negative.

REFLECTION

◄ What role(s) did you play within your group? How did your group work together?

◄ Have students write follow-up letters to the stakeholders thanking them for their time and summarizing what they learned. See Tips Card #19.

◄ What did you learn by researching information from multiple sources? How would you compare or contrast these sources?

lesson detail

LEARNING OBJECTIVES | **Interact with individual and organizational stakeholders | Examine research to find initial answers to questions | Identify how people and/or organizations are connected to an issue | Discover diverse perspectives about their issue | Synthesize policy and practice research | Choose one policy or practice to change**

1➤ CONVEY THE CONTEXT AND GOAL OF THIS LESSON.

Thus far, students have developed questions to help guide their research.

In this lesson, they will hear which stakeholders in the community and what other sources have to say about the policies and practices that relate to their issue. They will then begin their research.

2➤ DRAW FROM STUDENTS' EXPERIENCES BY RELATING TO A NEW BAND / MUSICAL TALENT.

Ask student if they have done research before. When they hear a new band that they like, do they try to find out more about them – where they're from, how long they've been together, the names of the musicians? Basically, that's research!

3➤ DEFINE AND DISCUSS STAKEHOLDERS.

Define a stakeholder as someone who has a direct interest or investment in an issue. Ask students who some of the stakeholders for their own school might be. What burning questions arose related to stakeholders? What stakeholders can be inferred or understood through the burning questions generated by students?

Discuss the importance of consulting stakeholders as part of the research and the importance of looking at an issue from varying perspectives. What if we only consulted one source when we wanted to make a change that would affect many? For example, farmers could be consulted about the possibility of using treated wastewater to irrigate their fields. In this way, water could be better managed. However, if local

geologists were also consulted, they may warn that irrigation using this method could result in the contamination of a nearby spring due to the high nitrogen content of treated wastewater.

4➤ INTRODUCE THE RESEARCH PROCESS.

Divide the class into partners, groups, or committees, if desired.

Provide students and groups with necessary handouts and expectations for research.

5➤ RESEARCH GROUPS, IDENTIFY STAKEHOLDERS AND RESEARCH PEOPLE AND ORGANIZATIONS TO CONTACT.

Groups identify community stakeholders. See Tips Cards #15 and #16.

Groups make a stakeholder web of the key people who have a role in the issue. Students research appropriate people/organizations to contact.

Have students keep a directory in their portfolio of all contacts throughout the process. See Tips Card #1.

lesson detail (continued)

6➤ RESEARCH GROUPS, BRAINSTORM POTENTIAL RESEARCH METHODS AND BEGIN RESEARCH.

Students begin the research during this time. They should take detailed notes of their interviews and media sources.

7➤ HELP FACILITATE THE COMMUNITY STAKEHOLDER INTERACTIONS.

There are three modes of interactions:

Phone and email interviews | See *Tried and True* on this page for guidance on preparing students for these interviews.

Guest speakers | See Tips Card #18.

Field trips | (i.e. to a local landfill, water treatment plant, urban farm, or history museum), if relevant to the issue students selected.

8➤ RESEARCH GROUPS COMPILE A LIST OF QUESTIONS FOR EACH STAKEHOLDER.

Groups can synthesize their questions and assign some of them to various stakeholders who might be able to answer them.

9➤ RESEARCH GROUPS CONTACT THE STAKEHOLDERS AND ARRANGE INTERVIEWS.

Each group arranges different interviews per their interests.

Students should follow up with interviewees by sending a letter explaining the class project to help stakeholders prepare for their interviews.

10➤ DISCUSS EVALUATION OF SOURCES

Emphasize the importance of multiple sources. Ask students, if they only have one source, how will they know if key facts have been left out or if there are different points of view?

11➤ ALLOW TIME FOR GROUPS TO CONDUCT THEIR RESEARCH.

Let students use any materials available to find information related to their issue.

Direct students as needed to particular sources.

From this point on, provide regular check-ins on the research progress and encourage each group or individual to document their findings carefully.

tried and true...

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Prepare students for phone interviews!

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☐ Review Tips Cards #13 (about telephone calls) and #14 (about interviews).

☐ Conduct a one-on-one coaching session while others observe and learn.

☐ Explain that you and the selected student will be role-playing a conversation between an Earth Force student and a community stakeholder.

☐ Begin by modeling – you make the phone call as the "student" and have the student pretend to be the stakeholder.

☐ Switch roles, providing positive reinforcement and assistance to the selected student.

☐ When the "phone call" is over, (a) ask the student to assess his or her performance, (b) provide some feedback, and (c) ask the other students to comment on what went well and what could be improved.

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