

FACILITATOR GUIDE: **Earth Faces Serious Problem!**

GRADE: 6th – 8th

CONCEPTS & SKILLS:

Behavioral Sciences

SS.6-8.BS.3 Understand the influences on individual and group behavior and group decision making.

- Understand that various factors affect decisions that individuals make.

MATERIALS & RESOURCES:

- Access to: [Education World, Earth Day Web Quest](http://www.educationworld.com/a_lesson/lesson/lesson307.shtml)
http://www.educationworld.com/a_lesson/lesson/lesson307.shtml
- The lesson is located at [Education World.com](http://www.educationworld.com) and includes:
 - *Web Quest* Internet Resources
 - *What is the Most Serious Problem Facing Earth? Web Quest* work sheets
- Access to Internet and/or library resources
- Miscellaneous art supplies such as markers, crayons, poster board, colored paper, scissors, glue

PRESENTATION:

This activity serves as the next step after the investigation activities, which helped identify environmental problems. There are resources in this Web search that will help make an argument for the issue that you believe is most important, as well as the resources needed for the service-learning project.

You've found many things threaten the Earth and its population--pollution, mining and drilling, energy depletion and overflowing landfills. Student teams will work together and build a case for the problem they want to address with a service project.

The problems we're looking at are really big and hard to address on a global basis, but for every global problem, there is a smaller problem in our school, neighborhood, community or state. We'll need to chunk down these big problems for our project and figure out what we can do on an individual or group basis. Otherwise it's too overwhelming and we might not do anything.

DIRECTIONS:

1. Access *What Is the Most Serious Problem Facing Earth?* on Education World at the link listed in the materials section.
2. Student teams should include: a note-taker, an essayist, an editor, a graphic artist and a presenter. Each role is critical to building the team's case for the problem the group will address with its service project. All students should be active team players.
3. As a class, make a list of what students have found to be the most serious environmental problems facing Earth. These problems may have come up in your investigation phase and are addressed on in the Web resources.
 - Air pollution
 - Energy depletion
 - Overflowing landfills
 - Rain forest destruction
 - Vanishing species
 - Water pollution
4. If students have identified other problems like hunger or homelessness, their groups can work through the same process, but finding resources may be a little more challenging. [Google.com](http://www.google.com) and [Wikipedia](http://www.wikipedia.com) are great helps.
5. Follow the research steps for each day, or shorten the research time, on the website listed above. Resources for the web quest issues are listed here:
 - http://www.educationworld.com/a_lesson/lesson/lesson307b.shtml
6. The task sheet for each group is listed here:
 - http://www.educationworld.com/a_lesson/lesson307WS.pdf
7. At the end of the research period, each group presents the case for their issue.
8. After each group has presented their case, perform a secret ballot on which issue they want to address in their service-learning project.
9. Wrap up this lesson by reflecting on the process, the presentations and the secret ballot results.
 - *How did you think the vote would turn out?*
 - *Did it turn out the way you thought it would?*
 - *Did it turn out the way you wanted it to?*
 - *How did research and knowledge change the way people voted?*
 - *What other factors contributed to the decision?*
 - *What are the next steps to doing our service project?*
 - *What do you want to do in that process?*
10. Backward Planning is a good activity to follow *Earth Faces Serious Problem!*
11. A scoring rubric is available on the website for students to rate each group's presentations.

TIME:

5-1 hour sessions

This is a multi-day web quest that can be adapted to a shorter period of time by selecting tasks to suit a shorter research period.