

## FACILITATOR GUIDE: Investigation Presentation

**GRADE:** 6<sup>th</sup> – 8<sup>th</sup>

### CONCEPTS & SKILLS:

#### Reading Standards for Informational Text

- **RI.6.7.** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- **RI.7.7.** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- **RI.8.7** Evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

### MATERIALS & RESOURCES:

- Computers or electronic tablets
- MS Office PowerPoint or Apple Keynote application
- Access to [YouTube](#) or another Internet video source
- [PowerPoint in the Classroom](#)- <http://www.actden.com/pp/>
- Photo of young man with magnifying glass
- Scanner if possible
- Information gathered during Geocaching Investigation and other prior investigation
- Definition of investigation, “an examination or inquiry into something, especially a detailed one that is undertaken officially, or the act of undertaking an examination”

## **PRESENTATION:**

Start this activity at the beginning of your service-learning project. Tell your students

- We are working on developing a service-learning project. We'll be focusing on this for a while, and there will be five phases—
  - Investigation
  - Planning
  - Action
  - Reflection
  - Demonstration & Celebration
- It will be your job to study needs around our school and community that could use some improvement.
- The ultimate goal is to put together a convincing argument that their issue is the one the class should address in its service-learning project.
- Preparing the slide show will help organize what we've found out, keep it all in one place, and organize our thoughts for supporting arguments.

## **DIRECTIONS:**

### **On the first day of the project--**

1. Go to the computer lab. Get each student on one computer if possible.
2. Ask students to choose "New Presentation" from the file menu in PowerPoint or Keynote.
3. Have them choose a theme and create a title slide.
4. Let them experiment with inserting slides with different layouts.
5. Encourage them to find charts and tables and videos on the Internet that they can insert into their slide show.
6. Help them learn to embed code in their slideshows.
7. Tell them they will use the slideshow building process to capture thoughts, questions, facts, videos and photographs and organize them into a cohesive show later.

### **As students do research and continue work on their slideshows--**

1. As the class learns about school or community issues, have students look for and bring articles from the Internet that tell about local issues. Show them how to link to them in their PowerPoint presentations.
2. Have students expand their PowerPoint presentations as they research issues.
3. Students who identify common themes and issues can combine into groups of up to four students and develop one slideshow.

**At the end of the Investigation phase of the strategy--**

1. Students present their slideshows to the class, and explain the type of service project they'd like to do.
2. Have students use their assertiveness skills and understanding of different points of view, to decide on a service-learning project. (See Assertion Jar Facilitator Guide)
3. Use a democratic process or consensus building to decide on one service-learning project.

**TIME:** Two class periods, one at the beginning of the strategy to begin the presentations, and one at the end to decide on their service-learning project with time for students to work on their slideshows as homework or classroom work.

