

FACILITATOR GUIDE: Investigation Bulletin Board

GRADE: 9th – 12th

CONCEPTS & SKILLS:

- Set goals
- Effectively communicate with group and stakeholders
- Demonstrate respectful behavior to group member ideas and opinions
- Determine people's strengths and assign roles accordingly

MATERIALS & RESOURCES:

- Empty bulletin board
- Photo of young man with magnifying glass for center of bulletin board
- List of topics which are investigated in the service learning unit
- Yarn or string
- Bulletin board decorating materials such as oak tag, shapes, crepe paper
- Markers

PRESENTATION:

The best time to start this activity is at the beginning of the service learning unit. In this activity our group will be gathering and investigating different aspects of the environment to prepare for carrying out a service-learning project. We will use the bulletin board to organize information and keep it all in one place. Everyone in the group will add information, pictures, charts, and graphs to the bulletin board as we find relevant information. That way by the end of the unit, we'll have the information we need to decide what kind of a service project we're going to do.

DIRECTIONS:

1. Print the magnifying glass photo and place it in the center of the bulletin board, with lengths of yarn or string coming out in several directions. Place a title for each of the topics being investigated at the end of each piece of string. For example;
 - Air Quality
 - Beautification
 - Civic Engagement
 - Energy
 - Food
 - Resources--Use, Waste & Pollution
 - School Improvement
2. As the class completes the activities in the unit have them post articles on the bulletin from the newspaper or Internet that tell about local related issues. Ask them to think about which topics the articles relate to.
3. As you go through other activities in the Service-Learning Strategy Guide, use the bulletin board as a reflection activity. Ask members of the group to add issues to the title on the bulletin board where their research fits. For instance, the facilitator guide, *Seeds*, addresses an issue related to the topic of **Food**.
4. Once you've covered all the activity guides, use the bulletin board as a discussion tool.
 - When an article or piece of research seems to fit into more than one category, talk about how all of the topics and issues are interrelated. For instance, it's hard to talk about food without addressing the energy and resources that go into food production.
 - Once your group has completed all of their investigation activities, use this tool along with the Assertion Jar Facilitator Guide to decide on your service-learning project.

TIME: Two 45-60 min. periods, one at the beginning of the unit to begin the bulletin board, and one at the end to decide on their service-learning project.

