

## Digging Deeper- An Exercise in Questioning

### Facilitator Version

**Learning Objectives:** To better pinpoint the issue that students are interested in and the feasibility of moving forward with issues in research and beyond.

**Added Information:** This tool is to be used after the *How Do We Measure Up? Exploring Climate Resilience in your Community Activity* analysis has been conducted and an initial investigation of the StoryMaps using the *Stories! Activity Sheet*.

**Scaffolds:** Use this as a whole-class activity or try a “talk and turn”, where students start off individually and then work with a neighbor who is also working on that issue. Gradually bringing it to the entire class will help smooth the whole-class discussion.

#### Materials

- ✎ Handout on next page (1/small group or individual)
- ✎ Writing utensil
- ✎ Marker or pen of another color

#### Procedure

1. Provide the *Digging Deeper Activity Sheet*, student version, to pairs of students, small groups or individual students along with their chosen scenario's StoryMap.
2. After doing the *How Do We Measure Up?* activity, the class should have generated a number of criteria that helped them decide on a specific scenario to investigate which they were introduced to and recorded their initial reflection and questions on the *Our Coast Our Future: Stories! sheet*. Take those activity worksheets and give each group one or two criteria/issues from that list to work on. Instruct them to write those issues in the left-hand most “Issues” column, leaving space between them. If possible, try to make sure that there is more than one pair or small group working on each issue.
3. Ask students to discuss (or think about) questions they still have about the issues on their paper, and fill out the columns. Students should be encouraged to revisit the StoryMap for additional ideas. Let them know that they will be asked to share their responses.
4. Match the groups/individuals up who worked on the same issues into larger groups and ask them to exchange ideas. As they are talking, ask them to make revisions to their handout in another color so they can track their new ideas.
5. Bring the group together and go through all of the issues on your list. Ask students to share out their ideas, making sure to ask them if they think this scenario is the best one to continue to focus on during the project and what thoughts, concerns or questions students have at this stage.

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**Name:**

**Date:**

Use this sheet to generate and organize your questions about your chosen climate scenario.

Criteria	Questions We Still Have	How Can We Find This Information?	Who Will Find It?