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What Is the Problem?



Related Big Ideas

This learning experience introduces the topic and initiates thinking about the problem. As such, it is indirectly related to all the big ideas but does not directly focus on any in particular.

What To Do

1. Give students a copy of The Problem Statement (see blacklines).
2. Explain this is a problem they are to solve as a class. They each play the role of a director of a museum and try to solve a problem the director faces.
3. Read the problem statement to the students as they follow along.
4. Display a large piece of poster paper or notice board paper with The Knowledge Status Chart (see blacklines) graphic organiser.
-  5. Ask the students what they know after reading The Problem Statement (see blacklines). In the column marked 'Know', write down their comments.
-  6. Ask the students what they think they need to know to solve the problem. In the column marked 'Need-to-Know', write down their comments.
-  7. Ask the students how they think they can find information about what they need to know. In the column marked 'Find Out', write down their comments.



8. Display this chart in the room during the time they are solving the problem. Ask students to update information on the chart as they know more, as they need to know more, and as they find new ways to discover information they need to solve the problem.
9. Both teacher and students refer to the chart as the students solve the problem.
10. Introduce the students to the journal requirement for the project. Share the suggested Journal Assessment Criteria (see blacklines) with students.

Reflection

While completing the chart and throughout problem solving, challenge students to tell specifically how they came up with an idea. For example, in completing the 'Know' column, if students say "We know the museum might close", ask for the source of that knowledge. How do they know that fact?

