

A Fair Water Plan

Trace how a student council makes and checks a decision.

5.26 "Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to: use democratic procedures to simulate making decisions on school, local..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Write these numbers beside the matching sentences: 1 for identify the problem, 2 for gather information, 3 for list options, 4 for consider advantages and disadvantages, 5 for choose a solution through a democratic procedure, 6 for implement the solution, and 7 for evaluate the solution.

The Fountain Line

- ① At Riverbend Elementary, the student council met after several teachers reported that students returned late from recess. Members had noticed a long line at the playground water fountain, especially on warm days, when many students wanted drinks at once. The council named the problem: students were missing class time while waiting for water in the line.
- ② First, council members gathered information by timing the line for five days and asking classes how often students brought refillable bottles. Next, they listed three options: add a second fountain, place a water cooler nearby, or set up a bottle-filling station. They considered advantages and disadvantages, including cost, cleaning needs, and how much waiting time each choice could save.
- ③ At a meeting, members discussed the choices, made a motion to choose a bottle-filling station, and voted by secret ballot. A majority supported the station, so the principal ordered it and the custodian installed it near the playground. Two weeks later, the council timed the line again and asked students whether the station reduced waiting.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What problem did the council identify? What information did members gather before making a decision?

2 What were the three options? Name two factors the council considered when comparing them.

3 Which solution did the council choose? What democratic procedures did members use to make that decision?

4 How did the council plan to evaluate whether its solution worked?

3 YOUR TURN _____ Your own words

Choose one school problem you want to solve. Write seven numbered short steps: identify the problem, gather information, list options, consider advantages and disadvantages, choose a solution by using a democratic procedure, implement the solution, and evaluate it.

PART 1 • READ AND MARK

Write these numbers beside the matching sentences: 1 for identify the problem, 2 for gather information, 3 for list options, 4 for consider advantages and disadvantages, 5 for choose a solution through a democratic procedure, 6 for implement the solution, and 7 for evaluate the solution. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What problem did the council identify? What information did members gather before making a decision?	The problem was that students were missing class time while waiting for water. Members timed the line for five days and asked classes how often students brought refillable bottles.
2	What were the three options? Name two factors the council considered when comparing them.	The options were a second fountain, a water cooler, or a bottle-filling station. The council considered cost, cleaning needs, and how much waiting time each choice could save.
3	Which solution did the council choose? What democratic procedures did members use to make that decision?	The council chose a bottle-filling station. Members discussed the choices, made a motion, voted by secret ballot, and followed the majority vote.
4	How did the council plan to evaluate whether its solution worked?	Two weeks later, members would time the line again and ask students whether the station reduced waiting.

PART 3 • YOUR TURN (SAMPLE ANSWER)

1. Problem: The cafeteria has too few recycling bins. 2. Gather information: I would count full trash cans for five lunches and ask students where bins are needed. 3. Options: Add bins, move current bins, or teach students to sort waste. 4. Advantages and disadvantages: Adding bins helps but costs money, while moving bins is free but may not be enough. 5. Choice: Students would discuss the options and vote by secret ballot. The majority choice would be two new bins. 6. Implement: The principal would buy the bins and place them near lunch exits. 7. Evaluate: After two weeks, students would count full trash cans for five lunches again, compare with the earlier counts, and ask whether the bins were conveniently placed.

Accept accurate paraphrases supported by the passage. For the open response, accept varied school problems if all seven decision-making steps are present and the choice includes a democratic procedure such as discussion, a motion, and a vote.